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ABSTRACT

The booklet reports on gifted education projects funded over a 5-year period by the Northwest Area Foundation. In part one of the document, the projects are listed according to year of funding, with information on the following aspects: amount of funding, title of project, address and telephone number, and a brief description. Projects initially focused on curriculum development, implementation of methods of identification, and teacher and parent education; however, funding emphasis switched in later years to projects that encouraged involvement of business and industry, and the development of parent advocacy networks. Part two of the booklet, an assessment of program impact, evaluates separate state programs for Washington, Oregon, Minnesota, and Iowa, as well as the overall program and the Foundation's experimental process in using regional units as local agents. (CL)

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A NORTHWEST AREA FOUNDATION *YOUTH EDUCATION* REPORT

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Northwest Area Foundation was established in 1934 by Louis W. Hill, Senior, son of James J. Hill, pioneer builder of the Great Northern Railway. Originally called the Lexington Foundation, then the Louis W. and Maud Hill Family Foundation, its name was changed to Northwest Area Foundation in 1975 to reflect its growth and its commitment to the region that provided its original resources.

The Foundation makes grants in Minnesota, Iowa, North Dakota, South Dakota, Montana, Idaho, Oregon, and Washington. It concentrates on the arts, education, environmental and physical sciences, human services, medical sciences and health, and the social sciences.

Gifted Children: Nurturing a Resource 1978-1982

A Description and Assessment
of a Foundation Program
in Youth Education

A NORTHWEST AREA FOUNDATION REPORT

1984

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FOREWORD

This publication reports on five years of Northwest Area Foundation activity in funding projects that nurture gifted and talented children. The program was initiated in 1978, and, as this publication goes to press, most of the projects have been completed.

There are several purposes for this reporting on the gifted and talented program. First, in the process of funding these many small and large grants, the Foundation Staff became aware of the necessity for community responses to the needs of gifted and talented students. The first goal, therefore, is the hope that others may read this publication and become interested in assisting educational agencies, schools, and parents in developing a variety of projects that will aid these special children.

The second purpose for issuing this report reflects a desire on the part of the Foundation to report honestly on its experimental process in grantmaking. For the first time, in this gifted and talented program, the Foundation used local resources to publicize the program and assist Foundation Staff in developing criteria for and screening proposals from local schools and agencies. Although the Foundation issues Requests for Proposals regularly in its arts, education, and medical sciences and health programs, this was the first time that local resources were used to assist in this way. At the end of the fourth year in the program, Foundation Staff commissioned Dr. Wayne Welch of the University of Minnesota and Grace Jordan McGinnis, an independent consultant, to aid Staff in evaluating the process of using local resources in such a participatory fashion to prepare recommendations on project proposals for the Foundation's Board of Directors. Dr. Welch and Ms. McGinnis assisted Foundation Staff in identi-

fying a number of strengths — and weaknesses — in such an approach. We hope that this information will be useful for other grantmakers in our common search to find new and better ways of doing our business.

As the last of the Round IV Foundation projects draw to a close, efforts of Staff are focused primarily on the evaluation of individual projects. Many of the projects have become part of the ongoing educational process and interests in given geographic areas. Other projects simply "lived" their brief lives, serving some children, and then were heard from no more. Some of the projects were not very successful for various reasons; others became enormously successful. All, no doubt, served some need for some students and parents.

The quarrels in the field will continue. Self-selection proponents who favor enrichment for all children will undoubtedly argue against those who wish more elaborate forms of identification of giftedness for participation in special programs. Those who are interested in children with artistic abilities may continue to ignore the proponents of "leadership" development in children. Many will continue to see giftedness as an intellectual achievement only; others will subscribe to the broader descriptions of gifted children noted in the introduction to this report.

What is important from the Foundation's perspective is that the dialogue continue, that children who exhibit gifts of any nature be supported. Without the interest of many people — parents, educators, business representatives, those from higher education who may eventually be responsible for the next phase in any gifted student's development, and those in a position to mentor young people with special inclinations and gifts — these children will not be nurtured.

This report is offered with the hope that it will promote discussion and interest in these varied, sometimes difficult, always challenging young people. They are the hope of the future for all the rest of us.

Judith K. Healey
Vice President
Saint Paul, Minnesota
February 1984

INTRODUCTION

Just what, exactly, do we mean by "giftedness"? This question has haunted the educational world for years, frustrating experts who have attempted the definitive answer. Those unusually competent individuals we call gifted do, in fact, evidence an infinite variety of human talent, a variety difficult to capture in a single definition. Today's definition of giftedness, then, must reflect the vital energy and surprising diversity of these gifted individuals; indeed, the definition must be as dynamic as the gifted themselves. Looking briefly at the daily lives of five gifted young people can underscore the diversity we find in the gifted population and demonstrate for us the difficulty of working from narrowly-drawn definitions.

Jewel, age five, puts aside her book, *Little House on the Prairie*, and eagerly joins the group preparing to graph the data from their science experiment. Jewel's unquenchable thirst for knowledge typifies gifted children. In her five-year-old body, she houses the intellectual reasoning capacity of a nine-year-old. Clearly, a regular kindergarten program is no more appropriate for her than it would be for the typical fourth grader.

But fortunately, Jewel's school district offers a challenging education program specially designed for gifted children. Jewel's program encourages the extensive questioning and in-depth exploration that characterize the gifted student's learning style. Her teachers present skills and concepts at a rapid pace to match the incredible learning rate of the gifted, who can often absorb information twice as quickly as the average student. Jewel engages in learning activities which challenge her to think in new and different ways, to reason logically, to analyze critically, and to conceptualize abstract ideas.

John, age 11, completes the final draft of the short story he plans to submit for publication to a national children's magazine. John was lucky enough to have a teacher who encouraged his intense drive to create and helped him channel his relentless perfectionism into a process of constructive editing and polishing. Many gifted students display this consuming perfectionism which can — if coupled with a highly critical attitude toward their own less-than-perfect efforts — cripple their imaginations, kill their spirits, and so handicap performance that these students never fulfill the promise of early talent. If, like John, they can be directed toward practical problem solving, they are capable of focusing their talents to produce superb work.

Kristin, age 15, packs up her flute and heads out to join her band at a professional engagement for a local organization. Kristin not only plays first chair flute in the community youth orchestra, but has developed highly creative skills in jazz improvisation, thanks to a superior music program in her school. The soaring flute solos and unlimited variations on old standard tunes have made her jazz combo a favorite entertainment at local gatherings. Kristin is not only a talented and creative musician, but has organized the band herself, and takes charge of all management and administrative details. Kristin's outstanding leadership, high energy level, and creative musical ability illustrate other facets of giftedness.

David, age 13, hears that he has been awarded a prize for his outstanding performance on the Scholastic Aptitude Test. David has taken this test, normally administered to college-bound high school students, as part of a special Talent Search program which identifies junior-high-aged youngsters with outstanding intellectual reasoning ability. David was the top-scoring student in his state's Talent Search, and has won a scholarship to the state university. He will not accept this scholarship, however, because in another month that same university will award him a bachelor's degree and he will be going on to graduate school. David began his college studies by taking calculus at age 10, while still enrolled in his local public school. In David's case, his extraordinarily advanced academic achievement and intellectual talents mandated his access to advanced educational opportunities. Gifted children whose academic advancement is somewhat less extreme can often find appropriate educational opportunities in their local schools. However, successful approaches involve providing

Looking at the lives of gifted young people can underscore the diversity we find in the gifted population and demonstrate the difficulty of working from narrowly-drawn definitions.

such students with advanced coursework and making individualized modifications in the basic curriculum to accommodate their rapid learning rate and advanced levels of academic achievement.

Peter, age 16, puts the finishing touches on his photographic essay. Peter's artistic talent and creative approach to photography have flourished since he began his internship at a professional graphic design studio. As gifted students reach their teenage years, they become eager to test their skills and extend their learning in a real-world setting. Fortunately, Peter lives in an area which offers a regionalized mentorship program designed to allow gifted students to pursue their education beyond the confines of the typical classroom. The linkage between the business community and the educational system has created innumerable opportunities for highly capable students eager to fine-tune their talents in the professional world. Peter has commented that the internship "changed my life." Not only did he discover a way to convert his love of photography into a rewarding vocation, he also learned from his mentor where he could receive the best college-level training for his career. Gifted students with professional aspirations thrive in the environment of adult professionals with whom they can work and from whom they can learn.

Who are these children we describe as "gifted"? Such children are found everywhere. The child next door might be gifted, or the child you meet in the supermarket, or one of the children in your family. The current conception of giftedness is broadly based, and emphasizes the potential for high performance in the areas of general intellectual ability, specific academic skills, creative or productive thinking, leadership ability, visual, literary, and performing arts, and

Students who are not learning all that they are capable of learning in the regular classroom deserve appropriate and challenging programs — whether or not we can make accurate predictions about their future development.

psychomotor ability. The emphasis on potential here is no accident and represents, in fact, the educational community's commitment to fostering each child's maximum growth.

Are these children easy to identify? We recognize gifted adults by their actual accomplishments. We can listen to a Mozart symphony, contemplate Einstein's reconceptualization of the universe, marvel at the discoveries of Marie Curie, or examine the impact of Martin Luther King's leadership. Then, we can debate the existence of each individual's giftedness on the merits of his or her accomplishments.

In children, the identification of giftedness is not quite so straightforward. Even our most gifted children have not, for the most part, attained a level of proficiency in any field sufficient to allow them to make creative breakthroughs. Often a child may show advanced proficiency in one skill area, while remaining at average levels in other areas of development. To identify giftedness in children, then, we must look at their current abilities and areas of strength as indicators of their potential for adult-level giftedness. In any case, the existence of advanced abilities and skills is itself a mandate for the modification of the educational experience. Students who are not learning all that they are capable of learning in the regular classroom deserve appropriate and challenging programs — whether or not we can make accurate predictions about their future development or their potential contributions to humankind.

Yet, the classic response of people who oppose devoting educational resources to the development of challenging programs for gifted students is that "gifted students are so smart, they get it on their own anyway." Surely, it is time to put this argument to rest. The develop-

ment of all types of talent proceeds through the interaction of the capabilities of the individual with a stimulating environment. For example, a professional basketball player certainly must have possessed enormous athletic ability as a child, but until someone put a basketball in his hands, taught him the skills necessary to play and encouraged him to practice for many long hours, that talent remained unformed. And, we must suppose, he still attends practice, still pushes himself to expand the limits of his considerable ability, and still needs the direction and encouragement of a skilled coach.

Intellectual and creative talents are no different. If it is not used, refined, and stretched, the most brilliant mind will stagnate. When we examine the early histories of eminent adults, we generally find evidence that they were supported, encouraged, and given special opportunities for learning. This support, of course, did not always come from the educational system; parents, special teachers, or mentors provided many gifted individuals with the extra enrichment and educational challenge that forged their potential for giftedness into actual achievement. But that is not to say that the schools have abdicated responsibility for the education of our brightest students. One wonders whether Dr. Jonas Salk would have succeeded in conquering polio had he not experienced the stimulation of a program for gifted children during his early school years.

What sort of program needs to be developed, then? Educators have argued for years about the elements of the ideal program for gifted students. However, an examination of the tremendous variety encompassed by the label "gifted" reveals that a single program option could not possibly meet the diverse educational needs of these students. Programs and opportunities offered to challenge gifted students must respond to a range of needs for high level instruction in many different fields.

Placed in this perspective, the long-standing argument about the benefits of "acceleration" versus "enrichment" program models be-

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Placed in this perspective, the long-standing argument about the benefits of "acceleration" versus "enrichment" program models becomes irrelevant.

comes irrelevant. Certainly, students with advanced competencies in academic skills and subjects must be allowed to progress at their own rapid learning rate. It is not the job of the educational system to put a lid on learning. If a child has mastered all of the arithmetic concepts and processes at the third grade level, for example, it would be foolish to insist that the child continue in a second grade arithmetic book just because the child happens to be seven years old. On the other hand, academic acceleration will not, by itself, meet gifted students' needs for the fast-paced, in-depth instruction which allows opportunities for creative expression and divergent thinking. As the educational system begins to recognize the extraordinary diversity among the gifted in terms of level of motivation, complexity of interest, and competence in different fields, the development of a smorgasbord of educational opportunities becomes the most realistic approach.

Rather than attempting to develop a single ideal program for gifted students, educators must begin to think in terms of developing systems for providing an optimal match between students and available program options. Intellectually and academically talented students need intensive coursework in their areas of strength, coursework which demands their most rigorous and most creative thinking. Students with particular types of creative talents need intensive instruction in the skills basic to their talent area, with avenues for creative expression that challenge them to bring forth their best work. A teacher or counselor can serve as a broker between students and available educational opportunities both within the educational system and in the community.

Nurturing the high level capabilities in our young people is the responsibility of the total society. It was with the hope of stimulating a wide range of efforts to meet this responsibility that the Northwest Area Foundation initiated the gifted and talented program described in this report.

PART ONE: FIVE YEARS OF FUNDING GIFTED AND TALENTED PROJECTS

In 1977 Foundation Directors embarked on a new process for making grants in the field of education. They decided that the Foundation would determine its major areas of interest and priorities in the field of education, after consultation with a broad range of community people and with those who had significant expertise in the field. A subsequent decision in late 1977 was to focus on two areas in youth education in the immediate future: support for more effective and efficient delivery of services to students in rural areas, and support for projects which would nurture gifted and talented children in various ways. This program for gifted and talented children would last five years through 1982, and eventually make available a total of nearly $3 million.

Round I, 1978

Once the Directors made a decision to support projects serving the needs of gifted and talented children, Foundation Staff assessed available resources in the eight-state area and began a process to inform local communities of the availability of Foundation funds, and to develop a method through which applications could be solicited and screened at the local level.

Educational agencies in the metropolitan areas of Minneapolis/Saint Paul, Minnesota, Portland, Oregon, and Seattle/Tacoma, Washington, were invited to submit proposals for projects to serve gifted children. These cities were chosen because they were the major

The possibility existed of creating "centers" of interest in gifted children in larger cities.

urban areas of the Foundation's funding region and, therefore, assumed to have larger concentrations of gifted children. Also, the possibility existed of creating "centers" of interest in gifted children in larger cities with the keen interest expressed in the program by educators of gifted and talented children from these cities.

An additional consideration was the fact that all three metropolitan areas had educational cooperative service consortia. These organizations, known by different names in different areas, all serve common purposes. They provide services to school districts in their regions in such areas as data processing, curriculum development, planning, purchasing, and "in-service" education for teachers. The organizations are funded in various ways, with support coming either from member school districts and/or from state legislatures. They were an ideal intermediary to implement the Foundation's gifted and talented program, since they had the benefit of knowledge of various local schools, while at the same time representing diversity even in their own locales.

These "regional units," as we shall call them, were to play a significant role in the Foundation's gifted and talented program over the next five years. This role, initially to solicit proposals and assist in screening, was to develop into a monitoring and evaluation role, and ultimately, for some agencies, into project implementation.

In 1978 the process was just beginning. In each of the three metropolitan areas noted above, the Foundation asked the regional units to serve as the Foundation's agent. In this capacity, the regional units worked directly with Foundation Staff. They advertised the Foundation's interest to local school districts and the public and held informational meetings and grant writing workshops for those who were interested in applying for grants. The regional unit staff answered inquiries and solicited preliminary applications. They processed final applications and ranked them for Foundation Staff. This ranking was

accomplished by committees convened by the regional units in each of the three areas.

In this first round of project applications, all schools and education agencies in each of the three metropolitan areas were invited to submit grant applications. The guidelines were quite specific. Proposals were to be confined to one of the following areas:

- Special programs to encourage increased productivity from gifted students
- Special schools where curricula would be specifically developed for gifted students
- Incentives that could be offered to gifted students to encourage them to utilize their talents to the fullest
- Measures to improve the educational environment in which gifted students function (teacher training, advocates for the gifted, etc.)
- Means for obtaining school district funds to promote the needs of gifted students
- Methods for detecting and identifying gifted students

The application form was one which was to remain fairly standard throughout the five-year program, even while objectives of the program shifted and were refined. Applicants were asked to include a brief summary of the purpose of their project, their school district or the school environment in which they would be operating, the amount of funding requested, the number of pupils to be served by the project, and a description of the school or district contribution to the project. It was expected that the applicant would raise at least 10 percent of the project funds requested. Applicants also were asked to do a "needs analysis" to justify their requests, to indicate specific goals and objectives for their projects, and to describe the implementing methodology and evaluation procedures which they would use.

In December 1978, Foundation Staff recommended to the Board of Directors that the first round of projects to support gifted and talented students be funded for a total of $440,562. In this first round, 55 grants were awarded: 20 in the Minneapolis/Saint Paul area, totaling $141,333, 17 in the Portland area, totaling $162,579, and 18 in the Seattle/Tacoma area, totaling $136,650. It can be seen from the number of grants and the amounts granted that these were all very small projects with budgets in the range of $5,000–$12,000. Applicants included schools, regional units, school districts, and non-profit orga-

nizations. A total of 63 proposals from the three cities in the amount of $474,652 was not funded.

Projects funded in Round I included curriculum development, implementation of methods for identifying gifted students, and teacher and parent training. Special programs in writing, science, mathematics, foreign languages, history, philosophy, critical thinking, and the arts were initiated. Several programs were targeted at underachieving, disadvantaged, or minority children.

A list of the schools and organizations which received funding for this first round follows. Included also are brief project descriptions.

Round I Projects

Minneapolis/Saint Paul, Minnesota

Lakeville Middle School Project SOAR
Amount: $2,637/nine months
Lakeville School District
21220 Holyoke Avenue
Lakeville, Minnesota 55044 (612) 469-4461

To identify gifted students and develop their critical thinking and reasoning skills. Students received instruction in critical thinking and used their skills in one to three chosen content areas per week during each 12 week period. A library was developed to assist classroom teachers in providing expanded activities.

Regional Workshops
Amount: $9,972/nine months
Educational Cooperative Service Unit of the Metropolitan Area
3602 Highcrest Road, Suite 112
Minneapolis, Minnesota 55418 (612) 781-5051

To provide three in-service training workshops in gifted education to expose teachers, counselors, and administrators in the metro area to top authorities in the field.

Projects funded in Round I included curriculum development, implementation of methods of identifying gifted students, and teacher and parent training.

Kenwood Elementary School, Yellow Brick Road Program
Amount: $3,800/11 months
Minneapolis Public School District #1
807 N.E. Broadway
Minneapolis, Minnesota 55413 (612) 348-6147

To develop methods for identifying the gifted among minority children and children from families with low incomes.

Poets in the School Tutorials
Amount: $4,275/four months
COMPAS
Landmark Center
75 West 5th Street
Saint Paul, Minnesota 55102 (612) 292-3259

To support poetry and fiction writing tutorials. Twenty students from twenty public and private high schools in Minneapolis and Saint Paul were matched with published professional poets. An anthology of students' work was published at the end of the semester.

Saint Paul Area Young Writers
Amount: $3,200/nine months
Saint Paul Public School District #625
360 Colborne Street
Saint Paul, Minnesota 55102 (612) 298-5050

To support a workshop for 25 junior high school students who demonstrated giftedness for self-expression. A writer-consultant worked with the students and a collection of student writing was compiled at the end of the workshop.

Summer Academy I
Amount: $11,500/eight months
Roseville Area School District #623
1251 West County Road B-2
Roseville, Minnesota 55113 (612) 633-8150

To develop a Summer Academy designed to provide special resources and opportunities for highly talented students in the areas of art, music, drama, dance, computer technology, mathematics, science, writing, and psychomotor skills.

Seminars for High Potential Elementary Students
Amount: $6,400/one year
Saint Louis Park School District #283
6425 West 33rd Street
Saint Louis Park, Minnesota 55426 (612) 925-4300

To support seminars for selected students in biology, government, the arts, mathematics, and creativity. The seminars stressed creative thinking and problem solving skills.

Program Development K–12
Amount: $4,000/one year
Forest Lake School District #831
308 Southwest 15th Street
Forest Lake, Minnesota 55025 (612) 464-3313

To organize committees in the schools to identify children who are talented and/or gifted. Representatives and outside consultants selected programs most appropriate for each school.

Anwatin Middle School Curriculum Development K–8
Amount: $8,000/nine months
Minneapolis Public School District #1
807 Broadway N.E.
Minneapolis, Minnesota 55413 (612) 348-6147

To develop curriculum appropriate to a middle school population identified as mentally gifted. Curriculum will include interdisciplinary materials for teaching higher and creative thinking skills.

Planning a School for Artistically Gifted Students
Amount: $4,750/one year
Greater Twin Cities' Youth Symphonies
430 Oak Grove Street
Suite B-5
Minneapolis, Minnesota 55403 (612) 870-7611

To set up an investigative/planning committee to study the needs for specialized arts education for artistically talented youth and the strategies and mechanism for providing such education to these students; and to develop a plan for implementing the recommendations resulting from this study into a school for the arts.

West Suburban Talented Youth Consortium
Summer School for Talented and Gifted Students
Amount: $12,998/nine months
Hopkins School District #274
2400 Lindbergh Drive
Minnetonka, Minnesota 55343 (612) 933-9192

To establish a six-week summer school for talented students to develop their career interests, expand the scope of their interests, and provide adult role models.

Course Development for Secondary Gifted Students
Amount: $5,386/nine months
Edina Public School District #273
Upper Division Building
6754 Valley View Road
Edina, Minnesota 55435 (612) 944-2110

To research, design, implement, and evaluate supplemental

course objectives, course outlines, and resource lists for selected courses in English, mathematics, science, foreign language, and social studies for the purpose of providing an alternative for gifted and talented students in the Edina secondary schools.

Junior Great Books
Amount: $4,780/six months
Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, Minnesota 55413 (612) 348-6016

To provide leadership training for 20 elementary teachers drawn from different schools and different grade levels to enable them to handle literature in such a way that students' abilities to reason abstractly and to solve abstract problems improve.

Hans Christian Andersen School
Amount: $6,355/one year
Minneapolis Public Schools
1098 Andersen Lane
Minneapolis, Minnesota 55407 (612) 348-8950

To offer incentives to high potential students by establishing Junior Great Books programs and the Omnibus program and planning for in-field experiences for high potential students.

World Languages
Amount: $4,760/six months
Saint Paul Public School District #625
360 Colborne Street
Saint Paul, Minnesota 55102 (612) 298-4186

To enable students to acquire some knowledge of at least one language related to the one they are currently studying and also to acquire greater knowledge of business procedures and careers in business where language skills provide expanded opportunities.

Training for Resource People
Amount: $16,503/14 months
Edina Public Schools
5555 West 70th Street
Edina, Minnesota 55435 (612) 944-3613

To provide appropriate enrichment activities for high potential students by utilizing regional resource people and to disseminate information about the program to educators of the gifted.

Staff Development
Amount: $15,797/16 months
Eden Prairie Public Schools
8025 School Road
Eden Prairie, Minnesota 55344 (612) 941-6320

To develop staff awareness, skills, and strategies in the three participating school districts in order to effectively identify high-potential students and plan and implement appropriate learning opportunities.

Program Development for Gifted Students
Amount: $5,600/16 months
Hopkins School District #274
1001 West Highway 7
Hopkins, Minnesota 55343 (612) 920-4536

To provide specifically designed curriculum and teaching strategies for gifted/talented students in the seventh grade.

Humanities on Location
Amount: $6,500/one year
Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, Minnesota 55413 (612) 348-6016

The "Humanities on Location" program is a collaborative venture of the Minneapolis Public Schools, Minneapolis Institute of Art, University of Minnesota Art History Department, and National Endowment for the Humanities. The program consists of an art history course and a humanities course.

Mathematics Program for Secondary Students
Amount: $4,120/three months
Twin City Institute for Talented Youth
1600 Grand Avenue
Saint Paul, Minnesota 55105 (612) 647-6590

To develop new methodologies that affect curriculum design, paying particular attention to mathematics as it affects the community, industry, and academic environments.

Portland, Oregon

An Educational Model to Serve
Underachieving/Disadvantaged Gifted Students
Amount: $9,750/10 months
Beaverton School District #48
P.O. Box 200
Beaverton, Oregon 97005 (503) 649-0461

To develop a model and materials for identifying and serving underachieving/disadvantaged gifted students and to provide in-service training, parent training, and student counseling in five pilot schools.

Aim for Excellence
Amount: $38,492/one year
Multnomah County Education Service District
220 S.E. 102nd Avenue
Portland, Oregon 97216 (503) 255-1841

To provide in-service instruction for teachers and school administrators starting programs for gifted students, as well as assistance for parents whose children were entering these programs.

Stephen Meek Cutoff
Amount: $8,856/nine months
Multnomah County Education Service District
220 S.E. 102nd Avenue
Portland, Oregon 97216 (503) 255-1841

To introduce a system for in-depth study of Oregon history, not only through texts and maps, but "on location" on the actual sites.

Area II Artist Search
Amount: $9,985/four months
Portland Public Schools Area II
8020 Northeast Tillamook Street
Portland, Oregon 97213 (503) 225-7210

To design and implement a procedure for identifying children with the potential to excel in the visual and performing arts and to provide activities that will meet their particular needs.

Gresham Grade TAG Break Project
Amount: $9,009/11 months
Gresham School District #4
1333 N.W. Eastman
P.O. Box 655
Gresham, Oregon 97030 (503) 661-3000

To provide extra-curricular activities during the periodic three-week break, allowing students to pursue community-oriented projects and to explore and identify areas of interest while becoming actual investigators of real problems or topics in the community.

Developing the Potential for Creativity in the Gifted
Amount: $9,000/one year
Lutheran High School
16301 S.E. Division
Portland, Oregon 97236 (503) 760-5844

To develop a course in creativity in a wide variety of areas and to identify educational settings and experiences in which creative thinking can flourish.

Action: Take I
Amount: $1,152/five months
Hillsboro School District #7
512 N.E. Third
Hillsboro, Oregon 97123 (503) 648-7023

To involve students in graphic arts, photography, videotape, and filmmaking to enhance their perceptual and communicative skills.

Clackamas County Gifted Identification Project
Amount: $10,000/one year
Clackamas County Education Service District
Marion Hall, Marylhurst Campus
Marylhurst, Oregon 97036 (503) 635-4341

To explore the nature of gifted children and the programs designed for them in order to develop identification procedures to help place the right children with the right program.

Expository and Creative Writing Skills Project
Amount: $8,800/one year
Portland Public Schools Area III
1221 S.E. Madison Street
Portland, Oregon 97214 (503) 233-2487

To encourage and develop increased writing productivity among gifted high school students and their teachers, and to explore specific ways to encourage expository and creative writing among talented and gifted students in retreat-type settings and workshops.

Opportunity for Independent Study
Amount: $10,000/four months
Sandy Union High School
17100 Bluff Road
Sandy, Oregon 97055 (503) 668-8011

To provide able and gifted students opportunities for independent study and research in English, social studies, math, or science, thereby gaining skills in higher level thought processes.

An Early Childhood Scientifically Oriented Curriculum
Amount: $14,100/10 months
Mittleman Jewish Community Center
6651 S.W. Capitol Highway
Portland, Oregon 97219 (503) 244-0111

To develop, test, and package an Early Childhood Science Curriculum in cooperation with the Oregon Museum of Science and Industry Associate Teacher Program, enhancing the learning experiences of the gifted child within the normal classroom setting.

Gifted Young Musicians
Amount: $8,985/11 months
Parkrose School District #3
10636 N.E. Prescott
Portland, Oregon 97220 (503) 257-5200

To provide personal experience for gifted young musicians with both great music and artists, utilizing local musicians of stature and expanding the students' awareness of the wide range of careers within music.

Ainsworth School Personal Interest Exploration
Amount: $2,559/six months
Portland Public Schools
2425 S.W. Vista Avenue
Portland, Oregon 97201 (503) 223-4081

To stimulate and guide students in exploring and developing their personal interests by providing an opportunity to participate in an intensive study program for individuals or small groups. A forum was developed so that students could share experiences, techniques, and products with the staff and with students not participating in the project.

Clackamas Cultural Studies Program
Amount: $10,000/one year
Clackamas County Education Service District
Marylhurst Campus
Marylhurst, Oregon 97036 (503) 635-4341

To discover unexplored history in southeastern Clackamas County and to involve gifted students in primary research and interpretation as well as public education concerning these cultural resources.

Gifted Program
Amount: $4,500/five months
Sam Barlow High School
5105 S.E. 302nd Street
Gresham, Oregon 97030 (503) 663-4112

To develop student-initiated projects dealing with elderly, handicapped, young children, etc. and encouraging a multi-media approach of matching students' interests with appropriate resources. Projects included the design and construction of an elementary playground facility, a video documentary on adaptive physical education for the handicapped, and a book of original poetry and artwork.

Pupil Enrichment Program
Amount: $2,000/one year
Cottrell Grade School
36225 S.E. Proctor Road
Boring, Oregon 97009 (503) 668-5521

To identify intellectually and academically gifted students and establish an individual study plan to meet student needs and challenge them in their specific area of giftedness.

Uranus Seminars
Amount: $5,400/20 days
Sherwood School District 88J
400 North Sherwood Boulevard
Sherwood, Oregon 97140 (503) 668-5063

A live-in seminar intended to cover areas not normally part of a high school curriculum in an interdisciplinary fashion. The seminar provided the opportunity for students to deal with a "Future is History" concept.

Seattle, Washington

Computer Literacy for Gifted Students
Amount: $9,440/15 months
The Bush School
405 36th Avenue East
Seattle, Washington 98112 (206) 322-7978

To enhance the mathematics curriculum sequence and other classroom learning activities by involving gifted students in a special mini-course on computer literacy.

Environmental Science Curriculum for the Gifted
Amount: $9,917/six months
Pacific Science Center
200 Second Avenue North
Seattle, Washington 98109 (206) 625-9333

To enhance and encourage quality programs and learning opportunities for the gifted by developing environmental science curricula.

Center for Gifted Curriculum Materials
Amount: $9,056/six months
University of Washington
M171 Suzzallo Library
FM-25
Seattle, Washington 98195 (206) 543-1847

To improve the quality of curriculum offered to gifted students, particularly in the Seattle area, and in general to gifted students in

Washington State. A resource center was established for curriculum materials in gifted education within the University of Washington Library.

Improving Mathematics for Gifted Females
Amount: $9,680/six months
Pacific Science Center
200 Second Avenue North
Seattle, Washington 98109 (206) 625-9333

This project sought to improve the attitudes and abilities in mathematics of middle-school-age gifted females, prior to the time when the study of mathematics becomes optional.

Workshop in Performing and Fine Arts
Amount: $10,000/two months
Tacoma-Pierce Civic Arts Commission
1315 Medical Arts Building
740 Saint Helens Avenue
Tacoma, Washington 98402 (206) 593-4754

To support five-week summer workshop for talented and gifted youth in performing and fine arts, offering in-depth instruction by professional artists from the community.

Philosophy Curriculum for Gifted Students
Amount: $3,380/nine months
Seattle School District #1
815 Fourth Avenue North
Seattle, Washington 98109 (206) 587-3420

To develop a curricular model for teaching philosophy to multi-ethnic gifted and talented students in the Seattle school district.

Project W.R.E.C.K.
Amount: $9,975/six months
Highline Educational Resource Center
15675 Ambaum Boulevard S.W.
Seattle, Washington 98166 (206) 433-0111

To train teachers to better identify the needs of gifted and talented students, to establish and coordinate a skill bank of teachers and community resource people, and to provide specially designed enrichment classes.

4 C-ing the Future
Amount: $7,700/six months
Northwest Gifted Child Association
P.O. Box 1226
Bellevue, Washington 98009 (206) 453-1007

To establish a central office to provide coordination and continui-

ty to the activities of the Association and to publish a monthly newsletter.

Mount Si High School/The B.U.G.S. Program
Amount: $7,622/nine months
Snoqualmie Valley School District #410
Route 1, Box 29
Snoqualmie, Washington 98065 (206) 888-1921

To establish an exemplary biological science program for the gifted to develop critical thinking skills, teach basic competencies in biological sciences, and raise awareness of faculty, administrators, and the community toward the special needs of gifted students.

Gifted But Learning Disabled
Amount: $9,683/nine months
Evergreen School for Gifted Children
15201 Meridian Avenue West
Seattle, Washington 98133 (206) 364-2650

To identify the learning characteristics, strengths, and weaknesses of gifted children who have difficulty with basic academic skills, and to disseminate to the general educational community the pertinent information uncovered.

Incentives for Excellence
Amount: $5,800/nine months
Seattle School District #1
815 Fourth Avenue North
Seattle, Washington 98109 (206) 587-3420

To develop and implement an incentive model to provide extended educational opportunities for selected gifted students in the Seattle School District. Opportunities included advanced placement in college programs for students who were unable to pay the required fees, selection of eligible students to enroll in college-level courses, and attendance at a Government Affairs seminar.

Parent/Teacher Collaboration
Amount: $2,950/seven months
Northshore School District #417
18315 Bothell Way N.E.
Bothell, Washington 98011 (206) 485-0359

To prepare parents and teachers to collaborate in providing learning experiences to develop creative problem-solving abilities in gifted students.

Identifying Gifted Students
Amount: $5,927/six months
Issaquah School District #411
22211 S.E. 72nd Street
Issaquah, Washington 98027 (206) 392-7571

To establish and maintain a comprehensive district-wide program for gifted students in the first through third grades and to improve the district's procedures for identifying gifted students.

Preparing to Serve Gifted Children
Amount: $8,950/eight months
Seattle Country Day/Federal Way #210
2610 Nob Hill North
Seattle, Washington 98109 (206) 284-6220

A joint venture between a public school district and a small private school to train teachers, principals, and a representative group of parents to identify gifted and talented children, to understand their unique characteristics and capabilities, and to design a program to meet their special needs.

Bellevue and Lake Washington Schools IDEAL Project
Amount: $9,500/six months
Bellevue School District
310 102nd N.E.
Bellevue, Washington 98004 (206) 455-6070

A two-year in-service program designed to improve instruction for gifted junior high school students by concentrating on selected junior high school teachers of language arts.

Expanding Writing Skills
Amount: $4,140/seven months
Seattle Public School District #1
815 Fourth Avenue North
Seattle, Washington 98109 (206) 587-3420

To establish a weekly writing workshop, staffed by professional writers, at three high schools.

Vashon Elementary School Project Search
Amount: $7,430/one year
Vashon Island District #402
P.O. Box 429
Vashon, Washington 98070 (206) 463-2121

To develop a coordinated program to provide opportunities and conditions under which gifted and talented students could develop their critical and creative thinking abilities.

Training Teachers of Gifted
Amount: $5,500/one year
Shoreline School District
Northeast 158th and 20th N.E.
Seattle, Washington 98155 (206) 362-7900

To provide a cadre of teachers of special classes for gifted students and to develop curriculum for gifted students through use of in-service workshops and conferences.

Round II, 1979

With the assistance of the regional units, Staff prepared a second round of projects to be recommended to the Foundation's Directors in May 1979. While it was too early to evaluate the projects funded in the first round, it was clear to Foundation Staff from comments that had been made by local project directors and by the regional unit monitoring staff that the Foundation's assistance for gifted and talented was most welcome and badly needed. It was at this point, when the Directors were awarding funding for Round II projects, that Foundation Staff recommended to the Board that the program continue through a fourth round, which would carry the program into 1981. This recommendation was made after consultation with the various advisory committees in the three cities involved.

Foundation Staff continued to maintain a close relationship with each of the advisory committees and with the regional units serving as monitoring agencies. Staff was present at all advisory committee meetings where local proposals were assessed and ranked.

The Board of Directors was informed that the estimated annual cost for these services would be between $4,000 and $8,000 per metro area. The biggest advantage of using regional units as monitors and evaluators as described to the Directors was that they could readily communi-

The biggest advantage of using regional units as monitors and evaluators was that they could nurture the gifted education efforts when Foundation funds were no longer available.

cate the results of projects to Foundation Staff and nurture the gifted education efforts when Foundation funds were no longer available.

Objectives for the second round of funding in the gifted and talented program were the same as in Round I. Special programs to encourage increased productivity, special schools, incentives for

gifted children, measures to improve the educational environment, means for obtaining school district funds to promote the needs of gifted students, and methods for identifying gifted students were priorities. In Round II, the Board of Directors approved a total of $515,127 for 51 projects in the three metropolitan areas involved. Ninety-one proposals representing requests of $887,300 were not funded.

Grant recipients in Round II again included school districts, non-profit organizations, individual schools, a consortium of school districts, and a college. Projects included identifying gifted students,

Round II saw the first appearance of grants to the regional units to establish centers offering services to teachers for the education of gifted and talented students.

involving community resources to work with gifted students, providing specialized curricula for talented students, and experimenting with innovative classroom techniques to better nurture gifted students. They also included programs specifically developed for gifted writers and those gifted in mathematics and logic, summer programs directed toward stimulation of gifted children in numerous areas, and one in the study of local history. Other programs provided college level humanities courses to gifted high school students and "in-service" training for teachers of gifted students.

Round II saw the first appearance of grants to the regional units to establish centers offering services to teachers for the education of gifted and talented students. Various programs were planned for these centers, including teacher "in-service," student and parent counseling, parent training, testing and evaluation, community resource coordination and direct instruction for students.

It should be noted that several associations serving gifted children also were assisted initially in this round, notably the Tacoma Area Council on Giftedness in the Tacoma, Washington area, and the

Northwest Gifted Child Association in the Seattle, Washington area. These organizations provided information and advocacy on behalf of gifted children to the community and various agencies responsible for educational funding.

Following is the list of projects funded in Round II.

Round II Projects

Minneapolis/Saint Paul, Minnesota

Harvest
Amount: $8,150/one year
Columbia Heights School District #13
1400 49th Avenue N.E.
Columbia Heights, Minnesota 55421 (612) 571-9601

To develop an educational program to better meet the needs of high-achieving students in the District #13 elementary schools.

Special Program Utilizing Community Energies
Amount: $3,006/one year
Centennial School District #12
North Road
Circle Pines, Minnesota 55014 (612) 784-8881

To develop an organized program to involve community resource people in the district's elementary and secondary schools.

Omnibus
Amount: $10,375/one year
Junior League of Minneapolis
1455 West Lake Street, Suite 318
Minneapolis, Minnesota 55408 (612) 824-3271

To meet the special needs of high potential elementary aged students by providing a specialized curriculum, developing logical and creative thinking skills, promoting the interaction of students of similar abilities and interests, and encouraging positive self-concept.

Improved Identification and Program Implementation, K–2
Amount: $5,940/one year
Edina Public School District #273
5555 West 70th Street
Edina, Minnesota 55435 (612) 944-3613

To improve identification procedures for kindergarten, first, and second grade high-potential students and to develop cognitive activities and materials for teachers and parents.

Model to Educate Gifted Children
Amount: $9,885/one year
Hastings Public School District #200
Hastings, Minnesota 55033 (612) 437-6111

To establish a "cluster classroom" in which a group of children identified as eligible for the gifted program are placed in a regular classroom, where they will comprise one-third of that classroom.

Off-Campus Academic/Experiential Gifted Program
Amount: $30,000/one year
Minnesota Independent School Fund
923 Pioneer Building
Fourth and Robert Streets
Saint Paul, Minnesota 55101 (612) 224-1353

To provide semester and intensive one- to two-week courses in which students pursue a subject in depth both academically and with "hands on" experience in an environment which could not be replicated in the regular classroom.

Out-To-Meet-The-Writer
Amount: $5,060/one year
COMPAS
Landmark Center, Room 308
75 West Fifth Street
Saint Paul, Minnesota 55102 (612) 292-3249

To allow high school students with an interest in and talent for creative writing to participate in workshops with professional writers and with their peers.

Key Sharing Program
Amount: $2,260/one year
Spring Lake Park Senior High School
8001 Able Street N.E.
Minneapolis, Minnesota 55432 (612) 786-5570

To develop a pilot program of shared services between Spring Lake Park and Fridley High Schools. A shuttle van between the two high schools enabled Fridley students to take advanced placement math and calculus, and Spring Lake Park Senior students, a four-year course in French.

Summer Academy II
Amount: $15,000/one year
Roseville School District #623
1251 West County Road B-2
Roseville, Minnesota 55113 (612) 633-8150

To expand the previous summer program in which special resources and opportunities were offered to talented students in art,

music, drama, dance, computer technology, mathematics, science, writing, and psychomotor skills.

Gifted and Talented Materials Center
Amount: $10,000/one year
College of Saint Thomas
Saint Paul, Minnesota 55105 (612) 647-5820

To establish a resource center for curriculum materials in gifted education at the College of Saint Thomas.

Saint Paul Area Young Writers II
Amount: $3,400/one year
Saint Paul Public School District #625
360 Colborne Street
Saint Paul, Minnesota 55102 (612) 298-5144

To support writing workshops for 25 junior high students with demonstrated giftedness in self-expression. Playwrights, journalists, poets, and other professional writers worked with students, who published their own work at the end of the year.

Science Symposia
Amount: $9,956/one year
Saint Paul Public School District #625
360 Colborne Street
Saint Paul, Minnesota 55102 (612) 298-5144

To foster scientific inquiry and problem solving skills as well as knowledge acquisition and communication skills in gifted elementary students through the development of science symposia.

Action Learning for Gifted/Talented Students
Amount: $19,630/one year
Saint Paul Public School District #625
360 Colborne Street
Saint Paul, Minnesota 55102 (612) 298-5144

To increase skills of staff members in identifying gifted students and developing new programs combining classroom work with community service.

West Suburban Summer School Association/Extended Program for Gifted
Amount: $9,855/one year
Hopkins School District #274
2400 Lindbergh Drive
Minnetonka, Minnesota 55434 (612) 933-9192

To initiate a summer program in which five school districts cooperate to offer an array of courses for gifted students that no one district could provide.

Birchview Elementary School Management Cluster Program
Amount: $8,780/one year
Wayzata School District #284
425 Ranchview Lane
Wayzata, Minnesota 55391 (612) 473-7321

To develop a magnet cluster gifted program for 280 academically talented elementary students in cooperation with five other elementary schools in the Wayzata School District #284.

Social History for Gifted Students
Amount: $5,064/one year
Minneapolis Public Schools
807 N.E. Broadway
Minneapolis, Minnesota 55413 (612) 348-6147

To develop a program in which selected students from 8th grade history classes used their South Minneapolis neighborhood to study social mobility, life cycle patterns, history of women, families, children, and social trends. Gathering historical data through census records, museums, cemeteries, and interviews, they produced an historical magazine and distributed it to the community.

Humanities at Chaska High School
Amount: $4,150/one year
Chaska School District #112
1700 Chestnut Street
Chaska, Minnesota 55318 (612) 448-2854

To develop a college-level humanities curriculum to be offered to gifted students at Chaska High School.

Program Development for High Potential Students
Amount: $10,000/one year
Hopkins School District #274
1001 West Highway 7
Hopkins, Minnesota 55343 (612) 920-4536

To augment the previous program developed for K-7 and to initiate a program at grade 8.

Regional In-Service Training
Amount: $9,939/one year
Educational Cooperative Service Unit of the Twin Cities Metropolitan Area
3602 Highcrest Road
Suite 112
Minneapolis, Minnesota 55418 (612) 781-5051

To provide continued and expanded regional in-service training for educators in 1979–80.

Training Resource People for Effective Program Development
Amount: $4,149/one year
Edina Public Schools
5555 West 70th Street
Edina, Minnesota 55435 (612) 944-3613

To implement a model which would provide appropriate enrichment activities for high potential students by utilizing regional resource people and disseminating information from the model to educators in gifted programs.

Portland, Oregon

TAG Program in Rural Schools
Amount: $30,000/11 months
Western Forestry Center
4033 S.W. Canyon Road
Portland, Oregon 97221 (503) 228-1367

To establish an enriched multi-disciplinary program for elementary talented and gifted students in rural school districts and to train their teachers in techniques and strategies of instructing talented and gifted students.

Pioneer Footprints
Amount: $10,000/one year
Multnomah County Education Service District
220 S.E. 102nd
Portland, Oregon 97216 (503) 225-1841

To support a multi-disciplinary program in which gifted students and their teachers studied Oregon heritage both in the classroom and in the field.

Area II Talent Search — II
Amount: $5,500/six months
Portland Public Schools Area II
8020 N.E. Tillamook
Portland, Oregon 97213 (503) 225-7210

To identify children with the potential to perform well above average in the visual and performing arts through use of the tool designed and administered in the project supported by the 1978–79 grant.

Learning to Look — Expanding Artistic Potentials
Amount: $10,000/one year
Portland Art Association
1219 S.W. Park Avenue
Portland, Oregon 97205 (503) 226-2811

To identify and instruct artistically talented and gifted junior and

senior high school students from the tri-county area by providing intensive, high quality experiences to increase their skills in visual perception, understanding principles of design, problem solving, and the creative process.

East Multnomah County Gifted/Talented Consortium
Amount: $10,154/one year
Multnomah County Education Service District
220 S.E. 102nd
Portland, Oregon 97216 (503) 255-1841

To establish a regional service consortium for the education of gifted and talented students which would provide such services as teacher "in-service," student and parent counseling, parent training, testing and evaluation, and community resource coordination.

Sandy Special Science Station
Amount: $7,700/one year
Sandy School District #46
P.O. Box 547
Sandy, Oregon 97055 (503) 668-5541

To develop and implement a model program in which elementary and middle school students conduct experiments, make constructive observations, and complete science research projects.

Expository and Creative Writing Skills Project II
Amount: $8,800/one year
Portland Public Schools Area III
1221 S.E. Madison
Portland, Oregon 97214 (503) 233-2487

To broaden and deepen the work of the existing writing project through a multi-disciplinary program for talented and gifted students and teachers in fields other than English.

Children's Museum Barlow Trail Survey
Amount: $9,743/three months
Northwest Regional Educational Lab
3037 S.W. 2nd Avenue
Portland, Oregon 97201 (503) 248-4587

To support a two-week survey and archaeological investigation of the Barlow Trail in the Mount Hood Wilderness area for three groups of students.

Ainsworth School Personal Interest Exploration
Amount: $5,639/nine months
Portland Public Schools
2425 S.W. Vista Avenue
Portland, Oregon 97201 (503) 223-4081

To create an environment where talented and gifted students become involved in intensive study in their specific interest areas.

Sharing Ideas for Gifted Curriculums
Amount: $5,500/one year
Washington County Educational Service District
14150 N.W. Science Park Drive
Portland, Oregon 97229 (503) 641-7191

To encourage inter-district cooperation and support for personnel and curriculum development. Teachers shared and incorporated their ideas into curriculum packages.

Uranus Seminars II
Amount: $9,000/one week
Washington County Educational Service District
14150 S.W. Science Park Drive
Portland, Oregon 97229 (503) 641-7191

To permit students to meet and share information and experiences with authors, technologists, sociologists, and others involved in planning for the future.

Clue Springboard
Amount: $2,825/one year
Hillsboro School District #7
512 N.E. Third
Hillsboro, Oregon 97123 (503) 648-8581

To support a resource person working with students and teachers on creative problem solving skills in the areas of creative writing and architecture.

Basic Computer Literacy Program
Amount: $3,785/one year
Banks School District #13
P.O. Box 38
Banks, Oregon 97106 (503) 324-2772

To open career opportunities to gifted students by providing access to computer facilities in a program through which they can acquire higher level math and science skills, as well as knowledge of computer functions and operations.

Opportunity for Independent Study
Amount: $10,000/one year
Sandy Union High School
17100 Bluff Road
Sandy, Oregon 97005 (503) 668-8011

To provide able and gifted students opportunities for independent study and research in English, social studies, math, or science.

Junior Great Books
Amount: $600/one year
Mulino School
Route 1 — P.O. Box 887
Mulino, Oregon 97402 (503) 829-6888

To offer an enrichment class to help gifted reading students learn to read interpretively and to think for themselves about the meaning of literary work.

Seattle, Washington

Math Theory for Gifted Children
Benson Hill Elementary School
Amount: $7,120/two years
Renton School District #403
18665 - 116th Avenue S.E.
Renton, Washington 98055 (206) 235-2252

To develop a mathematical program in which gifted children would acquire a strong foundation for advanced mathematics, an appreciation for the place of mathematics in the natural world, and an understanding of mathematics as an enjoyable field for investigation.

Expanding Self Awareness and Potential
Amount: $9,166/10 months
Tahoma School District #409
23015 S.E. 216th Way
Maple Valley, Washington 98038 (206) 432-4481

To develop and implement a comprehensive program in support of the education of the gifted students at Tahoma High School.

Tacoma Area Council on Giftedness
Amount: $52,875/two years
University of Puget Sound
3211 North 15th Street
Tacoma, Washington 98406 (206) 756-3105

To create a broadly based organization to mobilize the resources within the Tacoma community to support the needs of gifted youngsters. The project led to an array of activities involving direct instructional and enrichment opportunities.

Lakeside Educational Enrichment Program (LEEP)
Amount: $7,686/six weeks
Lakeside School
14050 1st Avenue N.E.
Seattle, Washington 98125 (206) 365-6161

To support a six-week summer program for low-income and/or

racial minority students who had high academic potential but who had demonstrated a low motivation for learning.

Make a Better Match
Amount: $3,650/one year
Seattle Country Day School
2610 Nob Hill North
Seattle, Washington 98109 (206) 284-6220

To prepare for publication a science course designed to increase productivity of gifted students.

Science Center Focus on Gifted
Amount: $15,990/nine months
Pacific Science Center
200 Second Avenue North
Seattle, Washington 98109 (206) 625-9333

To train staff for more effective recognition and teaching of gifted students.

Northwest Gifted Child Association
Amount: $22,000/18 months
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To continue a central office to provide coordination of activities on behalf of gifted children throughout Educational Service District #121 and beyond.

Center for Gifted Curriculum
Amount: $9,968/one year
University of Washington
M 171 Suzzallo Library
FM-25
Seattle, Washington 98195 (206) 543-1847

To extend the collection of the Center for Gifted Materials to include audio-visual materials, tests for giftedness and creativity, and foreign language curriculum materials.

Early Guidance Project
Amount: $5,825/nine months
Issaquah School District
22211 S.E. 72nd Street
Issaquah, Washington 98027 (206) 392-7571

To provide early discovery, guidance, and educational experiences for gifted children aged 4 to 6 in order to nurture and preserve their potential.

Workshop in Performing and Fine Arts
Amount: $10,000/one month
Tacoma-Pierce County Civic Arts Commission
1315 Medical Arts Building
740 Saint Helens Avenue
Tacoma, Washington 98402 (206) 593-4754

To provide talented youth in-depth instruction by professional community artists in the creative and technical aspects of performing and fine arts.

Save Our Gifted Kids
Amount: $9,101/six months
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To train teachers in the identification of gifted students and their unique learning needs and methods for meeting these needs.

Point Defiance Aquarium Marine Studies
Amount: $3,000/three weeks
Tacoma Public Schools
P.O. Box 1357
Tacoma, Washington 98401 (206) 593-6800

To enable gifted elementary students to gain an understanding of their local marine environment.

Humanities for Gifted Art Students
Amount: $10,000/six months
The Northwest School of the Arts, Humanities, and Environment
1415 Summit Avenue
Seattle, Washington 98122 (206) 682-7309

To establish a four-year curriculum covering instruction in English, history, and cultural awareness appropriate for gifted students of the arts at the secondary level.

Gifted Achievement and Screening Tests
Amount: $9,924/one year
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To produce a series of screening and achievement tests to extend diagnostic and counseling services available to gifted students.

Project FLY: Fantastic Learning Year
Amount: $9,985/four months
Highline Educational Resource Center
15675 Ambaum Boulevard S.W.
Seattle, Washington 98166 (206) 433-0111

To develop a cost effective approach to deliver special, enriching learning experiences to gifted and talented secondary students so that these experiences can be continued even if state and federal support for gifted education does not increase.

Improving Mathematics for Gifted Females
Amount: $9,992/one year
Pacific Science Center
200 Second Avenue North
Seattle, Washington 98109 (206) 625-9333

To develop a model program to provide compensatory experiences in mathematics to gifted middle-school-age girls.

Round III, 1980

In Round III several innovations occurred. First, the geographic funding area for this program was broadened to include Des Moines, Iowa. In addition, the Foundation refined the program areas of interest to the following four:

Direct Service to Children

These projects would support classroom activities drawn from a wide range of interest, including math, science, music, and art, at both the elementary and secondary levels.

In-service Education

Staff estimated that over 2,000 educators had already attended Foundation-supported workshops to learn about the special needs of the gifted and techniques and materials that could be used to meet those needs. The Foundation wished to broaden these activities.

Advocacy, Networking, and Communication

This area would encompass support given to organizations to educate the community on the needs of gifted and talented children, and to develop regional curriculum and material centers by nonprofit organizations, consortiums, or colleges.

Research

A limited number of research proposals had been funded in earlier rounds. The Pacific Science Center in Seattle had conducted well-

received research regarding mathematics and gifted girls. The Seattle Country Day School's research regarding education of gifted handicapped children had generated national interest prompted by an article in the *Gifted Child Quarterly*.

There were other changes in Round III. Projects were now asked to contribute 25 percent of the total project cost compared to the 10 percent previously required. In addition, the Foundation was gradually signaling its intention to withdraw from the funding of gifted projects over the next two to three years. An emphasis for the Foundation now had become the funding of centers or projects that would have longevity and institutionalize commitment to the nurturing of

An emphasis for the Foundation had now become the funding of centers that would institutionalize commitment to the nurturing of gifted children.

gifted children in a given geographic area, as opposed to the individual classroom or school district projects of earlier rounds which were much more limited in time and scope.

Staff began some assessment based on the results of various evaluations of local projects funded in the early rounds. It was clear that the Foundation projects had contributed to each state's capacity for meeting the needs of the gifted. It was becoming evident that an important element of successful project development was a "key individual." While a wide variety of exciting learning activities for students had resulted directly from funded projects, such funding also had influenced opportunities for many more non-gifted students as programs became "institutionalized" into the regular curriculum of a school or district. In many cases it was apparent that funding by the Foundation was a timely catalyst causing new efforts to develop model projects which would not have occurred without such support. An increasing number of school districts were assuming the costs of gifted projects initially funded by the Foundation. Interaction and cooperation with the larger community on the issue of gifted children

had been fostered by a number of Foundation-funded programs by councils, consortia, and associations. Many volunteers, parents, and others in the community contributed time and talent to gifted projects in local schools or districts.

In Minneapolis/Saint Paul, the regional unit evaluators indicated that enthusiasm, energy, and creativity had been sparked by projects that were funded by the Foundation. One thousand young people were enrolled in programs funded in part by the Foundation in Minnesota in the Round I period. Eight thousand young people were in direct contact with parents, teachers, and counselors who received training through funded projects. School districts had discovered that it was not only possible but exciting to work cooperatively. A variety of unique projects continued to exist as models for schools in the region. Workshop materials that were developed in seven districts as a result of Foundation funding would soon be available for use by others.

"Teachers will continue to use their training in their classrooms," notes the Minnesota regional unit evaluator in her report on Round I. "School districts continue to initiate programming for gifted. In at least four districts in the Minneapolis/Saint Paul area additional teachers of the gifted have been hired as a direct result of programming funded by the Foundation. A massive gain in community support was achieved by soliciting, through the Foundation-funded projects, over three thousand hours of community volunteer support."

From the Portland area, the reports from Round I were equally impressive. The regional unit evaluator indicated that "in the area of gifted education, the Foundation grants have had an extraordinary impact in the Portland metropolitan area. These small grants have provided models which have been replicated or adopted in other school districts and have been influential in persuading the state legislature and local school boards to provide additional support to programs for the gifted. A number of Foundation-funded programs have been retained by their districts or agencies, including the following: The Talented Artist Search (an experiential procedure for identifying high-potential children in visual and performing arts); the Children's Museum Barlow Trail project; the Sandy Special Science Station (a project in which students conduct experiments, make constructive observations, and complete science research projects). The

Multnomah County Education Service District picked up the total program of the Multnomah County Consortium for gifted education for the next year, much of which was funded in 1979–80 by a Foundation grant. This includes a full-time specialist in programming for approximately 700 students. Other projects which focused primarily on curriculum development in the Portland school area will continue to use those materials developed with Foundation funds for other children."

From the Seattle/Tacoma area a report on Round I projects was similar. The evaluator at the Seattle/Tacoma regional unit indicated that strong community impact had been obtained through Founda-

"These small grants have been influential in persuading the state legislature and local school boards to provide additional support to programs for the gifted."

tion funding of many small projects: "The history of gifted education in the state of Washington has been a series of limited efforts followed by periods of funding restrictions terminating most local school efforts. The Foundation grants have contributed to the state's capacity for meeting the needs of the gifted. The grants were seen by individuals with personal and professional commitments to gifted education as an opportunity for quality program development. As a consequence, efforts initiated by the state director of gifted education to identify and train leadership and provide support to developing programs were greatly enhanced by the outcomes of Northwest Area Foundation Round I projects."

The regional unit evaluator also noted that establishing communications networks could amplify the overall impact of projects and that interaction with the larger community has proved to be an important dimension of the Foundation funding effort in Washington.

The Foundation's Board was asked to approve a total of $716,476

Establishing communications networks could amplify the overall impact of projects.

for 46 gifted and talented projects in Round III in four metropolitan areas: Des Moines, Iowa; Minneapolis/Saint Paul, Minnesota; Portland, Oregon; and Seattle/Tacoma, Washington. An additional 121 projects had applied for funding for a total of $1,464,550. These projects were not funded.

Projects funded in Round III included a school district proposal to initiate a program to meet the needs of all gifted and talented students in its district; funds for a model gifted/talented preschool program; a pilot project to identify gifted and talented children in a rural school district; resource guide development for teachers on curriculum for gifted children; a classroom project to encourage achievement in problem-solving techniques for gifted and talented children; a summer enrichment program; and a mobile science classroom for an outreach program for gifted elementary students.

A number of projects funded in earlier rounds applied for continuation funds. The Minnesota Independent School Fund, Saint Paul, Minnesota, for example, received funds to continue their program which permitted select gifted students from member schools to pursue subjects in depth, both academically and through "hands-on" experience in an off-campus environment at Community Resource Institution. West Suburban Summer School Association, in Minnetonka, Minnesota, planned to continue and expand their summer school program for gifted and talented youths which served five cooperating school districts. The Northwest Gifted Child Association in Bellevue, Washington, and the Oregon Department of Education at Salem, Oregon, asked for and received grants to continue to build a positive climate and cooperative effort for gifted and talented youths in communities which these organizations serve. Finally, second year grants were given to regional units in Minneapolis/Saint Paul, Minnesota, Portland, Oregon, and Seattle/Tacoma, Washington, to continue the development of regional resource centers in an attempt to

institutionalize an ongoing commitment to gifted and talented children in these areas.

Round III Projects

Des Moines, Iowa

Ames Program for Gifted Students
Amount: $10,000/one year
Ames Community School District
120 South Kellogg
Ames, Iowa 50010 (515) 232-3400

To initiate a program to meet the needs of gifted and talented students.

Gifted and Talented Preschool Program
Amount: $19,760/two years
Iowa State University/Child Development Department
205 Beardshear Hall
Ames, Iowa 50011 (515) 294-3040

To develop a model gifted and talented preschool program based on Renzulli's Enrichment Triad Method. Activities included the development of curriculum and parent education materials, in-service training, and coordination of community resources for the gifted.

Winterset Community Talented/Gifted Program
Amount: $15,000/two years
Winterset Community School District
302 W. South
Winterset, Iowa 50273 (515) 462-2718

To develop and implement a program to meet the needs of talented and gifted students.

Sprint Resource Repertoire
Amount: $9,525/one month
West Des Moines Community School District
1101 Fifth Street
West Des Moines, Iowa 50265 (515) 223-1480

To compile ideas, projects, products, and mentor sources to be used in resource rooms and to produce a resource guide for use in gifted and talented programs or in regular classroom situations.

McCombs Junior High Project REAL
Amount: $3,000/nine months
Des Moines Independent School District
201 S.W. County Line Road
Des Moines, Iowa 50315 (515) 287-2565

To provide a resource room and staff to facilitate Renzulli Type III investigations within the triad model.

Carroll's Operation Problem Solving (COPS)
Amount: $8,100/two years
Carroll Community School District
1026 North Adams
Carroll, Iowa 51401 (712) 792-9919

To provide a curriculum program that encourages positive achievement in problem solving techniques for gifted and talented students.

Pella Community Gifted and Talented
Amount: $7,000/nine months
Pella Community Schools
1102 Broadway
Pella, Iowa 50219 (515) 628-3970

To develop a program to meet the needs of gifted and talented students.

Learning Innovations for Talented (LIFT)
Amount: $15,000/two years
Perry Community Schools
3rd and Warford
Perry, Iowa 50220 (515) 465-3882

To establish a formal program for gifted and talented students in grades two through five who will meet by grade level one-half day each week with a teacher/coordinator.

An Invitation to Think
Amount: $16,050/one month
Des Moines and West Des Moines Public Schools
1800 Grand Avenue
Des Moines, Iowa 50307 (515) 284-7856

To establish a tuition-free summer enrichment program for junior high level gifted students to explore the process of inquiry in the sciences.

Science Center Mobile Classroom
Amount: $20,000/one year
Des Moines Center of Science and Industry
4500 Grand Avenue
Des Moines, Iowa 50312 (515) 274-4138

To initiate a special outreach program for gifted students, K–9, in central Iowa in which a mobile science classroom will enable students to take part in scientific investigations of real world problems.

Gifted and Talented Students Independent Education Plan
Amount: $4,635/one year
Madrid Community Schools
Highway 17 North
Madrid, Iowa 50156 (515) 795-3240

To develop a program for gifted/talented students and educate faculty on recognition, needs, and development of gifted students.

Gifted and Talented Scholarship Program
Amount: $9,899/one year
Edmundson Art Foundation
Des Moines Art Center
Greenwood Park
Des Moines, Iowa 50312 (515) 277-4405

To provide the Des Moines public and parochial elementary schools a program by which fourth and fifth grade students exhibiting superior interest and ability can learn, explore, understand, and create in the visual arts.

Resource Rooms With Resource Teachers
Amount: $25,000/eight months
Des Moines Independent School District
1800 Grand Avenue
Des Moines, Iowa 50307 (515) 284-7856

To pilot a model program in elementary schools based on a resource room with appropriate materials and staffed by resource teachers with expertise in gifted education.

Minneapolis/Saint Paul, Minnesota

Saint Paul Summer Seminar
Amount: $10,000/six weeks
Saint Paul Public School District #625
360 Colborne Street
Saint Paul, Minnesota 55102 (612) 224-1831

To support a six-week summer seminar in which enriched, in-depth learning materials allow high potential students to practice critical thinking skills, to be challenged and stimulated, and to interact with peers.

Mentor-Off-Campus Gifted Program
Amount: $17,000/one year
Minnesota Independent School Fund
923 Pioneer Building
Fourth and Robert Streets
Saint Paul, Minnesota 55101 (612) 224-1353

To develop a program which permits gifted students to pursue

subjects in depth, both academically and through hands-on experience, in an off-campus environment at community resource institutions.

Great Works Kits
Amount: $1,999/nine months
Osseo Independent School District #279
317 Second Avenue N.W.
Osseo, Minnesota 55369 (612) 533-2297

To develop "kits" to provide classroom teachers with materials for gifted students in all buildings on a checkout basis from the schools' media centers. The kits were intended as "learning centers" to help fill the gap until a full program for the gifted could be developed in each school.

West Suburban Summer School Association/Extended Program for Gifted
Amount: $12,000/one year
Hopkins School District #274
2400 Lindbergh Drive
Minnetonka, Minnesota 55343 (612) 933-9192

To continue, expand, and improve the West Suburban Summer School Association program of education activities during summer 1980 and the academic year 1980–81 for the gifted and talented youth of the five cooperating school districts.

Target
Amount: $9,946/one year
Burnsville School District #191
100 River Ridge Court
Burnsville, Minnesota 55337 (612) 887-7272

To provide instruction in leadership and decision making to the gifted children in the junior high schools and to provide counseling for those gifted students who are unable to adjust to, or fulfill their potential in, the academic setting.

Mentors in the Metropolitan Area
Amount: $7,750/one year
Minnesota Educators of Gifted and Talented
4829 Nokomis Avenue South
Minneapolis, Minnesota 55417 (612) 722-6571

To match gifted and talented students with mentors in the students' fields of interest.

Catalyst 3360
Amount: $3,360/one year
Lakeville School District #194
8670 210th Street West
Lakeville, Minnesota 55044 (612) 469-4461

To develop a better understanding of the uniqueness of the gifted learner and to create challenges that will help develop that uniqueness toward its full potential.

Summer Academy Research Project
Amount: $12,000/one year
Roseville Area Schools
1251 West County Road B-2
Roseville, Minnesota 55113 (612) 633-8150

To identify and support the effective use of specific classroom strategies that encourage learning by gifted students.

Gifted Education Regional Development Center
Amount: $115,000/one year
Educational Cooperative Service Unit of the Twin Cities Metropolitan Area
3602 Highcrest Road
Suite 112
Minneapolis, Minnesota 55418 (612) 781-5051

To create a regional center for gifted education whose purpose will be to develop, solidify, and maintain on-going information and support for gifted education in the region.

Portland, Oregon

Cooperative Planning for TAG Education
Amount: $10,000/eight months
Oregon Department of Education
700 Pringle Parkway S.E.
Salem, Oregon 97310 (503) 378-3569

To build a positive climate and cooperative effort to serve talented and gifted youth among the educational community, business and industry, private funding sources, and state and local government.

Programming for High-Ability Secondary Students
Amount: $9,200/one year
Columbia Education Center
11325 S.E. Lexington
Portland, Oregon (503) 760-2346

To disseminate five of the most promising TAG projects pre-

viously supported by the Foundation to encourage the design of TAG programs in other schools.

Early Childhood Resource Center: Math and Science
Amount: $10,000/nine months
Oregon Museum of Science & Industry
4015 S.W. Canyon Road
Portland, Oregon 97221 (503) 248-5900

To provide a model kindergarten classroom in which high ability children can be given maximum opportunities and to provide a resource center to benefit parents by offering effective ideas, strategies, and tools for "parenting" high ability children.

Learning to Look/Expanding Artistic Potentials
Amount: $10,000/nine months
Portland Art Association
1219 S.W. Park
Portland, Oregon 97201 (503) 226-2811

To identify artistically talented and gifted junior and senior high school students and to provide motivation and instructions in order to increase their skills in visual perception, understanding principles of design, problem solving, and the creative process.

Bound for Excellence
Amount: $19,820/one year
Lewis & Clark College
Summer Session Office
Box 39
Portland, Oregon 97219 (503) 224-6161

To provide an enriched summer science program for economically disadvantaged gifted children, grades 4–6.

Mathematics: Reasoning and Logic
Amount: $12,955/one year
Multnomah County School District #1
501 North Dixon Street
Portland, Oregon 97227 (503) 239-5821

To develop a series of units in reasoning, logic, and problem solving to provide gifted students with a more comprehensive understanding of the discipline of mathematics.

TAG on the Road
Amount: $9,505/nine months
Multnomah County School District #1
501 North Dixon Street
Portland, Oregon 97227 (503) 249-2000

To provide gifted high school visual arts students with the vital

challenge and extra training not available to them in school by involving them in every aspect of producing a traveling public art exhibit.

Writing Skills Project: Stage III
Amount: $9,944/nine months
Multnomah County School District #1
501 North Dixon Street
Portland, Oregon 97227 (503) 249-2000

To extend the project by providing gifted students and staff in Portland's middle schools with unified and sequential writing instruction and practice.

Washington County Local History Project
Amount: $13,325/10 months
Washington County Education Service District
17705 N.W. Springville Road
Portland, Oregon 97229 (503) 645-4242

To develop a program in which students use a historical inquiry approach to document the development of their local area and publish their research for use by other students, teachers, and libraries.

Regional Resource Network for Gifted and Talented
Amount: $62,526/nine months
Washington County Education Service District
17705 N.W. Springville Road
Portland, Oregon 97229 (503) 645-4242

To establish a regional resource center and a communication network of educators in the tri-county metropolitan Portland area.

Clackamas Cultural Studies Project
Amount: $8,680/one year
Clackamas County Education Service District
Marylhurst Campus, P.O. Box 216
Marylhurst, Oregon 97036 (503) 635-4341

To establish a long-term program that provides interested gifted students the opportunity to acquire skills related to anthropological, archaeological, and historical investigation, develop a commitment to cultural preservation, and know the pre-history of their local geographical area.

Junior Great Books Reading Enrichment
Amount: $1,000/nine months
Mulino School
Route 1, Box 887
Mulino, Oregon 97042 (503) 829-6888

To expand the reading enrichment program by offering classes for gifted students.

Seattle, Washington

Gifted Technical Assistance Center
Amount: $40,000/one year
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To develop human resources and provide technical assistance so that gifted education could be established and maintained as a high priority in schools within ESD #121 and throughout Washington State.

Northwest Gifted Child Association
Amount: $21,367/two years
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To extend and improve on activities to keep pace with the interests and needs of parents, professional educators, school district administrators, independent schools, colleges and universities, students, and the communities.

Gifted Technical Assistance Program
Amount: $10,000/three years
United Indians of All Tribes
1315 Dexter Horton Building
710 Second Avenue
Seattle, Washington 98104 (206) 625-9224

To provide comprehensive training and technical assistance to Indian education projects and school staff based on culturally sensitive gifted identification and evaluative/prescriptive programming methodologies.

Developing Measures of Logical Thinking Skills
Amount: $10,000/one year
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To develop four instruments suitable for use in gifted programs in grades 3–8 for pre/post measurement of growth in the higher order cognitive skills, particularly in the area of logical thinking.

Gifted Teachers Create Gifted Curriculum
Amount: $9,775/one year
Bellevue School District
310 102nd N.E.
Bellevue, Washington 98004 (206) 455-6024

To train teachers of gifted students in curriculum creation techniques to be used in producing sample units for their classrooms.

Gifted But Learning Disabled
Amount: $7,586/one year
Evergreen School for Gifted Children
15201 Meridian Avenue West
Seattle, Washington 98133 (206) 364-2650

To use workshops and in-service programs to disseminate information about the original project at Evergreen School and to encourage the identification of learning disabled gifted children and the creation of programs for them.

Artburst
Amount: $5,000/10 months
Tacoma-Pierce County Civic Arts Commission
1315 Medical Arts Building
740 Saint Helens Avenue
Tacoma, Washington 98402 (206) 593-4754

To continue the operation of Artburst, to expand and update the arts resource bank, and to produce a 30-minute video documentary on Artburst as a model program for artistically gifted youth.

Expanding Self Awareness and Potential
Amount: $9,780/one year
Tahoma School District
23015 S.E. 216th Way
Maple Valley, Washington 98038 (206) 432-4481

To develop knowledge of personal ability and learning style within gifted students and to provide environmental factors, including specialized counseling and instruction, which will insure success in the utilization of that knowledge and ability.

Environmental Science Curriculum for Gifted
Amount: $3,000/one year
Pacific Science Center
200 Second Avenue North
Seattle, Washington 98109 (206) 625-9333

To print and distribute the curriculum units in environmental science developed with previous Foundation funding.

Computer Literacy for Gifted Children
Amount: $6,800/one year
The Bush School
405 36th Avenue East
Seattle, Washington 98112 (206) 322-7978

To provide an enrichment program involving computer literacy for elementary students gifted in mathematics.

Make a Better Match
Amount: $7,000/one year
Seattle Country Day School
2610 Nob Hill Avenue South
Seattle, Washington 98109 (206) 284-6220

To establish a theoretical foundation for the development of science curricular projects based on analysis of research data collected during the first and second parts of this project.

Gifted/Talented Educational Clearinghouse
Amount: $50,000/one year
Educational Service District #121
1410 South 200th
Seattle, Washington 98148 (206) 242-9400

To establish a clearinghouse serving the eight Northwestern states to make available existing gifted student information and materials to parents and educators.

Round IV, 1981

There were several differences in the projects recommended for funding in this round. Information had been distributed through the local regional units to prospective applicants indicating some changes in the guidelines. Projects in this round would be funded for a two-year period, rather than a one-year period as in previous rounds. (As noted earlier, projects could apply for continuation funds in previous rounds and some did so in this round as well.) The proposals which the Staff recommended to the Foundation's Directors in Round IV had a more defined focus than those of earlier rounds. Each of the regional units developed some specific emphases, and publicized these in their local Request for Proposals. Common emphases for all regions, however, were the following:

1. An emphasis was placed on projects that would encourage the involvement of business and industry in gifted and talented programs. The thrust in this area would be twofold: business and industry could assist in the development of programs for gifted and talented children, and/or business and industry could be developed as a funding source.
2. Multi-district projects were encouraged. In previous rounds many single school or single district projects were funded. During Round IV, Staff and the regional unit advisors agreed that efforts should be made to develop projects that would have a more centralized location

An emphasis was placed on projects that would encourage the involvement of business and industry in gifted and talented programs.

and serve a multitude of schools, as an effort to institutionalize attention to gifted and talented students.

3. Increased emphasis on developing a network for advocacy among parents of gifted and talented students and providing public information about programs for the gifted and talented was supported by the Foundation. It was assumed that increased involvement of parents and increased support of the community would generate future financial support from government, school districts, and private sources to help continue some of these fine programs.

Notably, in the effort to sponsor projects that would continue the interest in gifted and talented children after cessation of the Foundation program, grants were awarded to three of the four geographic area regional units for continuation of their "Resource Centers," in Portland at the Washington County ESD, in Seattle at ESD #121, and in Minneapolis/Saint Paul at the ECSU #5. These Resource Centers proposed to continue various forms of technical assistance for local schools serving gifted students.

Additionally, a continuation grant for a Clearinghouse on information for programs devised for gifted and talented students was requested by the ESD in Seattle, on behalf of a consortium of persons from the Foundation's eight state region interested in gifted and

Increased emphasis on developing a network for advocacy among parents of gifted and talented students and providing public information about programs for the gifted and talented was supported by the Foundation.

talented education. The two-year grant for the Clearinghouse awarded in Round IV would eventually be augmented by income generated from the publication of books on regional projects to serve gifted and talented students written by those involved in this field. In the first year of the grant, advisory and editorial committees were set up to review proposed books and recommend publications to the Clearinghouse staff.

Many other Round IV projects were continuations from earlier rounds, such as the grants to the Minnesota Independent School Fund, Minneapolis, Minnesota, for its Mentor program; the Junior League of Minneapolis, Minneapolis, Minnesota, for the Omnibus program; and the University of Puget Sound, Tacoma, Washington, for the Tacoma Area Council on Giftedness.

The Foundation's emphasis on "advocacy" (which is really community education on the needs of gifted and talented students) was evidenced in a large grant to the Minnesota Council for Gifted and Talented, Minneapolis, Minnesota, (in cooperation with two other Minnesota organizations), as well as in the grant to the Junior League of Minneapolis for its Omnibus project, which produced a video tape presentation to be used by businesses, school districts, and organizations to educate their populace on meeting the needs of high potential students. A two-year grant to the Oregon Association for Talented and Gifted, Beaverton, Oregon, made possible a project to establish a statewide network to support, educate, and increase the effectiveness of parents of talented and gifted children. Community information on the nature of gifted and talented children was also supported by a two-year grant to the University of Puget Sound, Tacoma, Washington for the Tacoma Area Council on Giftedness. A communication network among two universities and five school districts to provide information and training to teachers was initiated by a two-year grant to the Auburn School District in Auburn, Washington. Finally, the Heartland Area Education Agency, Ankeny, Iowa, received a two-year grant to establish Heartline, a telephone information/consultation service for parents of gifted children.

The Foundation's intent to stimulate the interest of business and industry in gifted and talented children was accomplished through a number of grants made in Round IV. In Minnesota, the Lakeville

Public Schools Weavings program, which received a two-year grant, combined the interests and resources of the business and educational community into a curriculum to serve the unique abilities of gifted learners in elementary and secondary Lakeville schools. The Partnership and Educational Challenge program from the Hopkins School District, Hopkins, Minnesota, was an attempt to forge a systematic, efficient, and enduring partnership between schools and business in order better to meet the educational needs of gifted and talented young people. Centennial and Spring Lake Public Schools' Community Internship project, Circle Pines, Minnesota, intended to place high potential senior high school students with mentors from business and industry. In Portland, Oregon, the Portland Public Schools Video Outreach program was designed to increase the awareness in the business and industrial community of the nature and needs of talented and gifted programs. The Northwest Regional Educational Laboratory, Portland, Oregon, sought to achieve a tri-part funding base consisting of equal shares from local business, school districts, and the Children's Museum in that community. In Seattle, Washington, a two-year grant to the Educational Service District #121 (the regional unit) for the Business/Industry Telecommunications for Gifted Education program was intended to facilitate the involvement of business in gifted education in the Seattle area.

Twenty-five projects were funded by the Foundation Directors in Round IV in the amount of $1,296,095. Sixty-one proposals representing requests of $2,427,248 were not funded.

Round IV Projects

Des Moines, Iowa

Community Caring for Gifted
Amount: $55,000/two years
Des Moines Independent School District
1800 Grand Avenue
Des Moines, Iowa 50307 (515) 284-7856

To explore in a systematic and thorough way the volunteer services, expertise, professional time, equipment, or resource materials which might be available for cooperative community-school programming for carefully identified students.

Gifted and Talented Scholarship Program
Amount: $23,726/20 months
Edmundson Art Foundation
Des Moines Art Center
Greenwood Park
Des Moines, Iowa 50312 (515) 277-4405

To provide the Des Moines public and parochial elementary schools a program in which students exhibiting superior interest and ability can learn, explore, understand, and create in the visual arts.

A Design — Gifted & Talented Professional Development
Amount: $30,353/two years
Carlisle Community School District
R.R. #1, Box 366
Carlisle, Iowa 50047 (515) 279-9711

To develop three courses which will fulfill the needs of teachers for professional development in gifted education.

Heartline
Amount: $12,000/two years
Heartland Area Education Agency
1932 S.W. Third Street
Ankeny, Iowa 50021 (515) 964-2550

To expand Heartland AEA support services by providing monitoring and assistance to the projects originally funded as well as new ones and by establishing Heartline, a call-in information/consultation service for parents of gifted children in the Heartland AEA area.

Minneapolis/Saint Paul, Minnesota

Gifted Educational Regional Development Center
Amount: $150,000/two years
Educational Cooperative Service Unit of the Twin Cities Metropolitan Area
3602 Highcrest Road
Suite 112
Minneapolis, Minnesota 55418 (612) 781-5051

To identify, develop, and solidify a support base for gifted education in the metro area through information sharing activities, regional education, special recognition programs, and advocacy building in relation to the needs of gifted individuals.

Public Awareness Campaign for Gifted and Talented
Amount: $75,000/two years
Minnesota Council for Gifted and Talented
Box 123, Hamline University
Saint Paul, Minnesota 55104 (612) 544-6979

To develop a state-wide campaign to increase public awareness about high ability youth and to undertake activities promoting support for the needs of these youth.

Cable for the Able Program
Amount: $30,000/one year
Richfield Public Schools
7001 Harriet Avenue South
Richfield, Minnesota 55423 (612) 861-8245

To plan for gifted/talented students as the possible future school uses of cable television are being explored and implemented.

Zoo/School Gifted Program
Amount: $30,000/two years
Minnesota Zoological Garden
Apple Valley, Minnesota 55124 (612) 423-9010

To facilitate science related educational opportunities for the gifted/talented secondary student in a science center outside the traditional school setting.

Mentor-Off-Campus Gifted Program
Amount: $38,000/two years
Minnesota Independent School Fund
923 Pioneer Building
Fourth and Robert Streets
Saint Paul, Minnesota 55101 (612) 224-1353

To continue the mentor program which utilizes professionals in their work environments and allows gifted students to pursue subjects in depth, both academically and through hands-on experience.

Weavings
Amount: $18,400/two years
Lakeville School District #194
8670 210th Street West
Lakeville, Minnesota 55044 (612) 460-4461

To weld interests and resources of the business/industry and educational community into a curriculum to serve the unique abilities of gifted students in grades 2–12 in the Lakeville Schools.

The Young Artists Project
Amount: $15,500/two years
Minnesota Museum of Art
Saint Peter at Kellogg Boulevard
Saint Paul, Minnesota 55102 (612) 292-4368

To create a series of in depth art experiences for junior and senior high school students who have demonstrated superior interest and ability in the visual arts and to raise the public's consciousness about the needs of gifted and talented students by means of a strong public

relations campaign that will include public meetings, exhibitions of the students' work, and contact with the media.

Partnership in Educational Challenge Program
Amount: $9,982/two years
Hopkins School District #274
1001 Highway 7
Hopkins, Minnesota 55343 (612) 920-4536

To create challenging opportunities in real settings for gifted students through cooperative efforts of educators and representatives from business and industry.

Omnibus
Amount: $8,000/two years
Junior League of Minneapolis
1455 West Lake Street
Suite 318
Minneapolis, Minnesota 55408 (612) 824-3271

To develop a video tape presentation which can be used by businesses, school districts, and organizations to educate their populace about meeting the needs of high potential students.

Community Internship Program
Amount: $4,350/two years
Centennial Public School District #12
North Road
Circle Pines, Minnesota 55014 (612) 784-8881

To place high potential students with mentors in business and industry who received training in the needs of high potential students.

Portland, Oregon

Gifted Education Resource Center
Amount: $75,000/two years
Washington County Education Service District
14150 N.W. Science Park Drive
Portland, Oregon 97229 (503) 641-7191

To provide in-service training for classroom teachers and additional resources for gifted students in the Washington County area.

Incentive Funds for Gifted Education
Amount: $97,682/two years
Oregon Community Foundation
1110 Yeon Building
Portland, Oregon 97204 (503) 227-6851

To attract additional funding for projects for gifted and talented children.

Parent-To-Parent
Amount: $50,000/two years
Oregon Association for Talented and Gifted
P.O. Box 15287
Portland, Oregon 97215 (503) 230-2873

To establish a state-wide network to support, educate, and increase the effectiveness of parents of talented and gifted children in Oregon.

Video Outreach Program
Amount: $21,433/two years
Portland Public Schools
3830 S.E. 14th Avenue
Portland, Oregon 97202 (503) 239-5821

To increase the awareness of the nature and needs of TAG programs within the voting public and the business and industrial community by producing three types of videotaped materials: public service announcements, cable television "newsletters," and a 25-minute general information program.

Children's Museum Community TAG Program
Amount: $10,000/two years
Northwest Regional Educational Lab
3037 S.W. Second
Portland, Oregon 97201 (503) 248-4587

To achieve a tri-part funding base consisting of equal shares from local business, local school districts, and the Children's Museum.

Seattle, Washington

Northwest Clearinghouse for Gifted Education
Amount: $165,148/two years
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To establish a self-sufficient Clearinghouse of information and materials for gifted education. The Clearinghouse publishes materials and commissioned works that respond to the needs of educators of gifted students, parents, and businesses in an eight-state area.

Business/Industry and Telecommunications for Gifted Education
Amount: $149,558/two years
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To facilitate the involvement of business and industry in gifted education in ESD #121.

The Gifted Technical Assistance Center
Amount: $83,000/two years
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148 (206) 242-9400

To provide technical assistance in developing programs for gifted children throughout Washington State and to serve as an available resource of current and accurate information on gifted education for educators, parents, and community members.

Tacoma Area Council on Giftedness
Amount: $66,212/two years
University of Puget Sound
3211 North 15th Street
Tacoma, Washington 98406 (206) 756-3105

To continue to mobilize resources within the Tacoma community to support the needs of gifted youngsters.

Gifted Student/Teacher Training Center
Amount: $43,710/two years
Auburn School District
915 Fourth N.E.
Auburn, Washington 98002 (206) 931-4920

To create a communication network among two universities, five school districts, 30–40 student teachers, 30 teachers in identified gifted programs, and 300 regular classroom teachers.

Gifted Preschool Training/Research Center
Amount: $34,041/two years
Evergreen School for Gifted Children
15201 Meridian Avenue North
Seattle, Washington 98133 (206) 364-2650

To modify the School's existing 18-year-old gifted preschool program and facility to allow for observers and researchers from universities and colleges.

PART TWO: ASSESSMENT AND EVALUATION OF THE PROGRAM AND THE PROCESS

As Northwest Area Foundation involvement in funding local gifted and talented projects drew to a close in 1982, the Foundation undertook an evaluation of the process used over the previous four years. This process, as described in the earlier section on the projects, involved experimental use of local regional unit monitors and evaluators as convenors of committees and dispensers of information about the Foundation program. Since the process was experimental, the Staff had a number of questions on its efficacy and the positive and negative elements of using local representatives.

In an effort to assess the overall process, the Foundation engaged the services of Wayne Welch, Professor of Educational Psychology, University of Minnesota, and Grace Jordan McGinnis, consultant, and the assistance of the four regional unit personnel who had been most involved with the Foundation over the four-year period of the gifted and talented program: Jackie Jackson, Portland, Oregon; Henry Reed, Seattle, Washington; Paula Colon, Ankeny, Iowa; and Linda Silrum, Minneapolis/Saint Paul, Minnesota.

Foundation Staff convened a meeting in February 1982 in the Twin Cities to discuss the impact of the Foundation's gifted and talented program with the four monitors and to assess the process from their perspective. Grace Jordan McGinnis was invited as recorder and Wayne Welch as evaluation consultant.

Assessment of Program Impact

The following is an excerpt from the report prepared by Grace Jordan McGinnis which assessed the impact of the Foundation's program on the education of gifted and talented students in the Foundation's funding region. Ms. McGinnis has done program analysis and development for a wide range of social service agencies, working with both professional staff and community volunteers. In preparing her report, she attended the final meeting with regional monitors, interviewed project directors, and analyzed project reports and supporting background materials.

From the Evaluator's Report:

To date, at least 4,355 administrators and teachers, 8,806 gifted children, 9,090 "general enrichment" children, and 5,080 interested community members have been touched by programs initiated by small grants from the Foundation (these are minimum figures gleaned from field reports which were not designed to give statistically exact numbers).

One hundred and seventy-seven projects were funded over five years in the four states: in Washington, 52 projects for $1,059,909 were funded; in Oregon, 49 projects were funded in the amount of $722,895; in Minnesota, 59 projects were funded for $894,219; and in Iowa, 17 projects were funded for $291,048. (Iowa began participation in the program two years after the other communities.) The range of projects funded includes direct work with gifted children, gifted identification research, publication of experience based curricula, and public information programs. Target populations include the preschool child (4 projects), elementary school children (52 projects), junior high students (35 projects), and senior high students (49 projects). Forty-five projects were concerned with teacher training.

The projects tended to reflect the state of the art in education for gifted and talented children. Some projects specifically addressed the problem (and confusion) of identification of the gifted. Professional differences as to what exactly (or inexactly) constitutes a definition of giftedness were evidenced in the proposals submitted to the Foundation. There were projects that aimed at the artistically talented child and which by implication supported the theory that a child may be gifted in one area but not necessarily in other areas. There were programs which defined "gifted" as academically gifted. Then there were those that were weak on any kind of identification. In these projects, frequently a self-selection process was used for participa-

tion. These projects thus fell more into the category of "enrichment" education than of "gifted" education. The field is not in agreement on the enrichment/gifted distinction, and this ambivalence was reflected in project proposals.

An interesting point, which also reflects the "state of the art," is that the role of psychological and emotional factors on giftedness did not receive a particular emphasis. Twenty projects in the four rounds involved parents. However, in general, direct service projects concentrated on the student. Of those which addressed the ongoing problem of identification of the gifted, none specifically looked at the relationship of home environment and giftedness.

Five projects concentrated on the serious societal problem of identifying and serving the gifted among disadvantaged populations. The projects generally tended to reflect the middle class, ethnocentric, and physically able make-up of American educators. One project designed to serve American Indian gifted children was a notable exception. No projects were designed for gifted Hispanic children. The particular demographics of the four metropolitan areas does not seem an adequate explanation for this omission. Three projects were targeted for physically disabled children.

The field is not in agreement on the enrichment/gifted distinction, and this ambivalence was reflected in project proposals.

Foundation Staff gathered the four regional unit monitors together for a two-day session on assessment of the total program in February 1982. In that discussion it was clear that there were several indicators for predicting a successful project: 1) a good initial idea, 2) clear identification of the population being addressed, 3) institutional support, 4) adequate funding to accomplish project objectives, and 5) competent staff as leaders.

Regional unit monitors were asked by Staff to describe projects which they felt were most successful as well as a project which they felt had not been successful. After a general review, monitors agreed that the best projects outnumbered the less successful. Following are brief excerpts from their descriptions.

Washington:

Among the best: A high school project on gifted learning styles. "Good idea. Bringing gifted in for seminars during one semester to learn about their own learning styles. Good leadership, strong institutional support (district paid half the salary of staff), long range statistics, 60 children served a year."

Less successful: Marine aquarium study project. "Biology studies program. Poorly conceived at start. Poor selection of students. Saturday workshops couldn't sustain interest."

Oregon:

Among the best: Artist talent search. "Identifying children with high potential in a visual arts program. Art teachers asked to list characteristics of children who eventually become artists. Portland extending program to fifth and sixth grades as well as second graders. Being used now with emotionally disabled and the deaf. Broad potential for the school system. Have had over 100 requests from around the country asking for descriptions of program."

Less successful: Developing creativity in students. "Bringing creative people from various fields into a seminar exchange with gifted students. Good idea on paper but poor implementation. Leadership not significant. Creative people talked about what they did but could not seem to share the 'process' that went on in their lives. Turned out to be an interesting career seminar and not learning about creativity."

Minnesota:

Among the best: Volunteer teaching program. "Training volunteers in skills of teaching the gifted. They teach two hours a week in the schools. Two cooperative ventures between the Foundation and the community. School districts providing building coordinators for the program which produced video tape training for teachers. Texas, Indiana, and National Junior League now using the program. Openness to editing and correcting of project shortcomings and material, e.g., weakness on presentation of scientific method of inquiry and some sex bias in general. Corrective measures undertaken as program continued to develop."

Less successful: Identification of gifted. "Designed as research project. Essentially became a literature search of already existing information. Did not do what it was designed to do."

Iowa:

Among the best: Gifted and talented preschool program. "Looking for creativity as well as intellectual giftedness. Potential for research and development and follow-up of children. Has produced teaching products. Future plans for becoming part of child development laboratory school. Outreach to kindergarten teachers. Team directors not dependent on one personality."

Less successful: Science mobile unit. "Idea potentially good. 'Gas hog' of a bus

involved. Offered introductory science courses but students were self selected. In-service sessions for teachers, good public relations, but too broad an audience (second through ninth grades), too many schools. Bus had continual, costly repair problems."

What difference did it all make?

This report defines "community impact" as change in structures, attitudes, and support systems of local educational communities. Change of this nature is necessary for implementation of contributions to the field of gifted and talented education which have been made through the gifted and talented program.

In Washington, the Foundation funded the Northwest Gifted Child Association. The Association has 17 chapters and 800 members. It is Washington's only lobbying organization for gifted education, lobbying actively on state and local levels. The Tacoma Area Council, also funded by the Foundation, provides classes and forums for students and parents. Their workshops draw hundreds of participants. The Northwest Clearinghouse for Gifted Education has sponsored a 12 session telecourse on gifted education. The telecast had thousands of viewers and 120 teachers enrolled for college credit. The Foundation funded Clearinghouse publishes and disseminates at low cost materials in gifted education in the eight-state area.

Oregon reported that the policy of making many small grants provided an opportunity for the emergence of new leadership in the educational community. Participation of business people, community leaders, and the Governor of Oregon on the new Tri-County Gifted Fund Advisory Board provides the beginning of a recognition base for gifted education. This base did not exist prior to the Foundation's program.

The Minneapolis/Saint Paul monitor reported that impetus from the Foundation's program "pushed already pending legislation for gifted education over the top" at the Minnesota state legislature. Project directors learned how to use the educational process for furthering the cause of gifted education. At the state level, funding for gifted and talented programs was not cut. Even in hard pressed school districts, gifted programs seem to be supported.

Iowa's programs are too recent to provide substantial evidence of community impact.

While it is not possible at this point to make a generalization about community impact that would cover the four states, it would be safe to say that in Washington and Minnesota the intermediary organizations funded and the experienced leadership developed through the Foundation gifted and talented program give every indication of forming an "infrastructure" for gifted education where none previously existed. In Oregon, the regional unit monitor sees the emer-

The experience of having a base from which to negotiate for gifted education has helped develop practical political skills in educators. Such skills are crucial in a time of budget cuts.

gence of a newly recognized leadership (herself included) which provides a resource network and infrastructure for gifted education.

The experience of having a base from which to negotiate for gifted education in their communities has helped develop practical political skills in educators. Such skills are crucial in a time of budget cuts. One monitor made the observation that gifted education is in a better position now in his state to negotiate for education block grant money. Also, gifted programs in local schools have the effect of strengthening the public school system. When gifted programs exist, parents often elect to keep their children in public schools rather than looking for private schools. This is a subtle but significant factor in community impact. Washington and Minnesota reported that the small size of original grants resulted in manageable programs which were "picked up" locally when Foundation funding ceased.

It seems fair to say that there have been systems and attitude changes in the communities touched by the gifted and talented program. The changes are real. The question of continued momentum is a question of the future.

Assessment of Experimental Process

A review of the Foundation's experimental process in using regional units as local agents was undertaken by Wayne W. Welch, Professor of Educational Psychology, University of Minnesota. Dr. Welch is also President of Evaluation Consultants, a private consulting firm. He teaches courses in evaluation and has conducted more than 30 program evaluations in education, science, medical science, and human services. Dr. Welch met with the regional unit personnel at a two-day meeting to analyze the grantmaking procedures of the Foundation's gifted and talented program. Subsequent to that meet-

ing, Dr. Welch made site visits to each of the four metropolitan areas for further discussions with regional unit personnel as well as interviews with several project directors in each area in an attempt to obtain their perspective on the grantmaking process. A total of 39 interviews were conducted and they formed the major source of information for Dr. Welch's evaluation report to the Foundation's Board of Directors.

Excerpts from Dr. Welch's report are presented here as part of the Foundation's effort to make public its process for evaluating its own programs. It is hoped that those interested in the Foundation's experiments with the grantmaking process will value this candid appraisal.

From the Evaluator's Report:

The gifted and talented program was one of the Foundation's earliest commitments to a defined or "Foundation-initiated" program. Because of this new effort and because of the scope of the program, the Foundation opted to work through regional educational cooperatives in publicizing, selecting, monitoring, and evaluating projects. These regional units, sometimes called intermediate districts, provide specialized services to member school districts.

In Minnesota there are 11 regional units throughout the state called Educational Cooperative Service Units (ECSUs). The ECSUs are financed through a combination of state appropriation, district membership fees, service charges, and external grants. In Iowa there are 15 Area Education Agencies (AEAs) funded by all participating districts on a per pupil basis. In Washington the former 39 county districts are consolidated into 9 private Educational Service Districts (ESDs) funded through a mix of state grants plus fees for service. The Multnomah County Educational Service District serves the city of Portland and 9 other adjacent school districts. Washington County and Clackamas County also have ESDs which serve the Portland area. The funding for the Oregon ESDs is based on district levies.

Four regional units in Minneapolis/Saint Paul, Minnesota, Des Moines, Iowa, Seattle, Washington, and Portland, Oregon, were asked to serve as the Foundation's agents for the gifted and talented program. In this role, they were to advertise the Foundation's interests, hold informational meetings and grantwriting workshops, answer inquiries, solicit preliminary applications, process final applications, and rank the final applications with the assistance of a local committee.

In addition, the regional units contracted to carry out monitoring

and evaluation tasks of funded projects on behalf of the Foundation. Specifically, they were expected to provide auditing procedures, make site visits, provide evaluation summaries, and publicize the pilot programs of other local districts or schools. In addition to playing these roles, each of the regional units received project grants over the five-year period, several of them quite large. Out of the total of $2,900,000 allocated for the entire gifted and talented program $998,826 was awarded to these regional units for programs which they operated.

Because of the significant role played by the regional units in the implementation of the gifted and talented program, Foundation Staff commissioned this evaluation. Five questions guided the evaluation.

1. What activities did the regional units perform to carry out their role and responsibilities?

The regional units printed and distributed information brochures advertising Foundation interest in gifted and talented programs, held information workshops, and arranged for Foundation Staff to meet with gifted and talented leaders in the region. In order to assist in the selection process, each regional unit gathered together a selection committee who met to evaluate and rank local proposals. Foundation Staff participated in these meetings.

2. How were the regional unit activities perceived by local project directors?

The general attitude of the 26 project directors interviewed for this study was positive toward the work accomplished by regional units. Some complaints were made that the evaluation committees were not broad enough (at first the committees were made up of educators; later, the make up shifted to heavy business executive participation) or that larger schools received favored review of projects. The regional coordinators and six of the project directors interviewed expressed concern about the fairness of the selection process. They saw a few examples of judges' conflict of interest (people connected to proposals were sitting on the committee), inappropriate pressure exerted by some applicants, and sometimes influence both implicit and explicit exerted by Foundation Staff on the decision-making process.

3. Did the regional units accomplish their advertising, selection, monitoring, and evaluation objectives?

The regional units were extremely successful in advertising the program and providing help to participating schools. However, the monitoring and evaluation objectives were only partially achieved.

The emphasis for the regional units was on service (or "fire fighting") rather than on the process of checking regularly to see if

things were going as planned. Again, a conflict of interest appeared inherent in this process since most of the regional units were funded by the schools which had Foundation grants. It was unlikely, under such circumstances, that the regional units would confront a school on its lack of performance. One regional unit tried to solve this problem by hiring an outside person to act as the monitor. However, she

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was still in a vulnerable position, since she worked for the regional unit which was funded by the schools which had the grants.

The evaluation process conducted by the regional units was informal with very little documentation of conclusions. Only two projects hired an external evaluator; the rest were evaluated by the project director. Regional coordinators were uncertain as to what evaluation information was needed by the Foundation Staff and this uncertainty was passed on to project directors. In addition, the regional units' conflict of interest with school districts inhibited objectivity.

Regional unit activities might be rated in the following way: advertising — excellent, selection process — good to very good, monitoring — fair to good, evaluation — fair.

4. What were the strengths and limitations of using the regional units to implement the Foundation program?

The strengths of using regional units were many. Geographic proximity to the projects and project directors, local visibility for gifted centers, adequate staff to carry on advertising, dissemination, and support services required to implement and maintain effective projects, facilitation of informal local networks committed to gifted education, ability and enthusiasm of regional coordinators, all may be counted as strengths.

Limitations in the use of regional units, however, became evident. In several instances, there was confusion over the authority, responsibility, and appropriate role of the regional units. Monitoring and evaluation were not particularly successful, and there were problems with the proposal selection process. Over the life of the program, more funds were allocated to the regional units for their projects and

fewer grants made to schools — indicating a potentially unhealthy competition between the regional unit and the school district for limited funds. Some expressed doubts about the ability of regional units to provide continuing leadership for gifted education in their region and the regional units' limitations in interacting with private schools were noted.

5. How might the regional units be used in future Foundation programs?

There are several ways to improve the effectiveness of the regional units for use in future programs. There should be more explicit initial agreement on roles between the Foundation and the regional units. The same recommendation holds true for monitoring and evaluation tasks which the Foundation wishes the regional unit to perform. Conflicts of interest should be reduced by removing regional units as competitors for grant money when they organize and implement the screening process. Finally, the screening process should be standardized in all cities selected.

PROJECT PUBLICATIONS

The projects described in this report produced numerous materials, including curriculum guides, tests, newsletters, and other publications. Interested readers may contact any of the following regional representatives for further information about particular projects and for lists of materials available.

Henry Reed
Educational Service District #121
1410 South 200th Street
Seattle, Washington 98148

Paula Colon
Heartland Area Educational Agency
1932 S.W. 3rd Street
Ankeny, Iowa 50021

Jackie Jackson
Oregon Community Foundation
1110 Yeon Building
Portland, Oregon 97204

Linda Silrum
Metro Educational Cooperative Service Unit
3602 Highcrest Road N.E.
Minneapolis, Minnesota 55418

The project that produced the largest number of publications is the Northwest Clearinghouse for Gifted Education, based at Seattle Educational Service District #121 but really a coalition of those interested in gifted and talented education in eight states. The following publications may be purchased from the Clearinghouse by contacting Henry Reed at the above address.

Background Materials:

Appropriate Curriculum for the Gifted, Joyce Van Tassel-Baska
Describes components of an effective curriculum for gifted students.

The Gifted Potential in Special Education Students, Ruth Lawless
Guide to identifying and nurturing giftedness in handicapped students.

Office of Gifted and Talented/Council for Exceptional Children Handouts
Summaries of 17 issues in gifted education.

Oregon Series on Talented and Gifted Education
Ten volume series on aspects of gifted education.
Portable Inservice Curriculum Labs
Ten volume set of workshop materials for educators and parents including master copies and overhead transparencies.
Research and Issues in Gifted Education
Conference papers on curriculum design, math for gifted girls, and other topics.
Sourcebook I: Identification Instruments for the Gifted,
Thomas M. Haladyna and Robert M. Olsen
Comprehensive collection of identification tools.
Teaching the Gifted Student in the Regular Classroom:
A Program Option for Small Districts, Margo Long
Presents a detailed step-by-step process.
Small District Programs for Gifted and Talented Students, Margo Long
Describes complete program development process and 24 program options.
Westco Manual
Complete manual of resource materials for coordinators of gifted programs.

Thinking Skills:

CPS Clearthrough, Diane Lee Foucar
Teacher guide and student workbook for Osborn-Parnes Creative Problem Solving Process.
Thinking Up a Storm or Storming Up a Think!, Nancy Wierenga Pfaff
Ideas to introduce thinking skills to primary level children. Pages may be xeroxed for classroom use.

Humanities:

Academic Excellence in the Humanities
Curriculum outline, including lesson plans and resource references, for a humanities program for gifted students in junior and senior high.

Preschool:

Clang, Bang, Toot, Rebecca Severeide and Penny Skemp
Teacher's manual for teaching gifted preschoolers the physics of sound.
A Creative Dramatics Program for Gifted Preschool Children, Claire Leary
Unit for involving children in increasingly complex drama activities.

Reading/Language Arts:

A Literature-Based Reading Program for Gifted Students, Kathy Hagen
and John Mickelson
Materials including handouts, student contracts, and a management system for a year-long reading program for intermediate students.

Science:

You Are Here — Environmental Science for Gifted Students, Gary Mozel,
Melinda Mueller, and Mark Terry
Three complete units of environmental education for upper elementary or middle school.

Social Skills:

Hilda's Revenge, Gary Westcott
Series of logic problems in the form of "mysteries" to train elementary students in social skills of working together in groups.

Ready, Set, Goals!, Carol Berard and Barbara Jordan
Sequenced activities to teach goal setting skills to third graders and older.

Establishing a Positive Classroom Climate: A Collection of Strategies, Pat King-Huggins
Handbook to increase social and cooperative skills of students.

Building Self Concept in the Classroom, Pat King-Huggins
Sequential curriculum, including workbooks, for primary and intermediate levels.

Teaching Cooperation Skills, Pat King-Huggins
Includes lessons and activities.

Special Interest:

Computers: A Student Guide to Programming for Apple II Plus
— *Book 1*, Robert Cattoche
Computers: A Student Guide to Programming for Apple IIe
— *Book 1*, Robert Cattoche
Computers: A Student Guide to Programming for Commodore PET
— *Book 1*, Robert Cattoche
Computers: A Student Guide to Programming for TRS-80
— *Book 1*, Robert Cattoche
Computers: A Student Guide to Programming for Apple II Plus
— *Book 2*, Robert Cattoche
Computers: A Student Guide to Programming for Apple IIe
— *Book 2*, Robert Cattoche
Step-by-step guides for students and teachers. In each case, Book 1 describes how to load and operate a program using the disk drive, how to develop original programs and flowcharts, and how the computer works. Book 2 describes how to use advanced editing features, how to use graphics and sounds, and other program ideas.

Hand-in-Hand: A Study of Gerontology for TAG Students, Helen Fagan
Activities for intermediate and middle school students.

Mount St. Helens Curriculum Material
Interdisciplinary activities on volcanoes as well as effects of eruptions on surrounding community and natural environment.

OVERVIEW OF THE FOUNDATION'S YOUTH EDUCATION PROGRAM

The Foundation's youth education program is designed to stimulate experimental projects in the education of young people from infancy through the secondary school years. The Foundation is interested in developing models which can be replicated, and particularly interested in examining systems redesign in public education.

The Foundation's commitment to the education of young people has been evidenced over the years by many grants to individual school projects. A formal commitment, through announced program interests, began in 1978 with the gifted and talented program described in the preceding chapters of this publication. At the same time, the Foundation indicated an interest in supporting projects to assist rural educators with their special problems, particularly those of isolation and paucity of resources. Grants were made to several colleges and educational cooperative service agencies between 1979 and 1981 to aid rural teachers in their tasks.

In 1981, the Directors approved a major new thrust in youth education in the area of systems experiment when they approved a new Foundation initiative in school based management. Ten schools received planning grants in 1981 to develop school based management projects, and eight were awarded implementation grants in 1982. These projects have plans to continue over a three-year period with their experiments in decentralizing the management of the schools and initiating more involvement in the development of education on

the part of teachers, parents, students, and the local community. Stimulation for sharing the planning and implementation of educational tasks is a basic part of school based management. An understanding and cooperative School Board and Superintendent are prerequisites for these projects. A range of activities currently is being developed in these projects. (For further information, the Foundation has available a brief publication describing the projects at the end of their first year of implementation funding.)

The Foundation also initiated another new direction in youth education in 1981 with its program to support the development of critical thinking and writing skills. The Request for Proposals outlining this program indicated a special interest in disadvantaged youth and those living in rural areas and in Native American communities. Ten projects received planning grants in 1981 under this program, and six were awarded implementation grants in 1982. These projects are expected to be completed in 1986.

In 1982, the Foundation identified its third current major interest in youth education, that of early childhood education. The Directors approved a program designed to stimulate consortia of day care centers (including home day care givers) to create programs for the education of day care personnel in the development of cognitive, language, and motor skills in infants and young children. Fifteen projects (representing more than 75 day care centers or units) were funded in February of 1983. A second round of this program is in process; this year's applicants may include parents as well as child care workers as participants in the educational programs.

The Foundation's Cooperatives for Quality Teaching Program, a joint higher education/youth education effort, is in its second year. This program is designed to improve the quality of teaching in elementary/secondary schools through cooperation with colleges and universities and to improve the quality of teacher education in colleges and universities through interaction with elementary/secondary schools.

A Youth Education Advisory Committee assists Staff in the preparation of recommendations for the Foundation's Directors, both in program design and in review of proposals received by the Foundation in response to announced interests. The Foundation's current Committee comprises experts in the field of mathematics and science,

secondary school management, public policy studies on education, classroom teaching, and early childhood development. A list of the Youth Education Advisory Committee members is presented at the end of this publication.

The Foundation allocates slightly over a million dollars a year for projects in youth education. A detailed description of recent youth education grants may be obtained by requesting a current *Annual Report* from the Foundation. The next Request for Proposals for youth education projects outlining new program areas will be issued in the fall of 1984. For further information on this program, contact Judith K. Healey, Vice President, Northwest Area Foundation.

The Foundation program in gifted and talented education was initiated by Robert W. Bonine, Assistant Executive Director. From 1981, administration, monitoring, and evaluation were continued by Judith K. Healey, Vice President. Wayne W. Welch, Professor of Educational Psychology, University of Minnesota, served as program evaluator, and Grace Jordan McGinnis, educational consultant, assessed the impact of the program.

Foundation Staff want to thank Wendy C. Roedel and Janice L. Watson of the Northwest Gifted Education Center for writing the introduction and Donna Weickum and Monica Taylor for their assistance in preparing this report.

This report was written by Judith K. Healey, edited by Vicki Itzkowitz, consultant to the Foundation, designed by Robert N. Taylor, and printed by North Central Publishing Company of Saint Paul, Minnesota.

Copies of the Foundation's *Annual Report*, a periodic *Newsletter*, and the other program reports listed below may be obtained from the Foundation's office: West 975 First National Bank Building, Saint Paul, Minnesota 55101-1373, (612) 224-9635.

The Deferred Gifts Program:
Future Funding for Private Colleges
The Deferred Gifts Program II, 1974–1980
Northwest Gifted Projects
Strategies for Relating Career Preparation and Liberal Learning

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